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ABSTRACT

The product of two summer institutes to prepare teachers and administrators for school integration, this report contains a resource manual on "Grouping Children in Integrated Schools." For the full abstract of the institute proceedings, see UD 010 390. For other resource manuals, see ED 036 568-ED 036 573, and UD 010 390. (RJ)

GROUPING CHILDREN IN INTEGRATED SCHOOLS

Resource Manual

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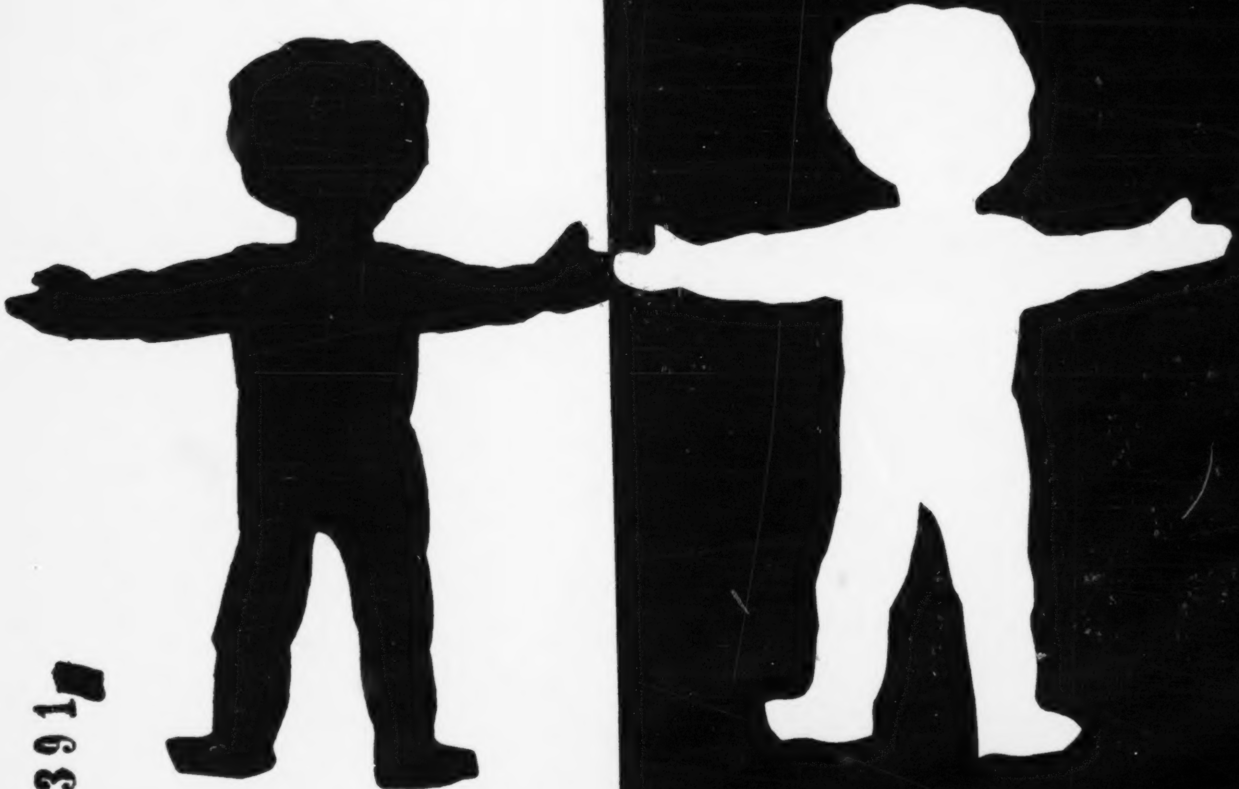

UD010391

Community Consolidated Schools
District 65
Evanston, Illinois

Gregory C. Coffin
Superintendent of Schools

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WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

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[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] *Ibid*. p. 151.

An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

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GROUPING CHILDREN IN INTEGRATED SCHOOLS

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SUPERINTENDENT'S MESSAGE

When I spoke before Upsilon Chapter of Phi Delta Kappa last year, explaining our plan for school integration in District 65, one of the points emphasized was this: No matter what we do in the schools to teach our children about the contributions of the American Negro to the development of this country, no matter what we teach about the basic equality of man, too often it is all contrary to the direct exposure which boys and girls get. Whether you subscribe to John Dewey, or to one of the current high priests of education such as Jerome Bruner, you must still agree that true education is the result of both direct and vicarious learning experiences.

If all direct experiences are contrary to all vicarious experiences, it is not unreasonable to suppose that attitudes of boys and girls -- attitudes learned in the elementary grades -- are going to be shaped significantly by these direct experiences. The answer, then, is to enable the children to have positive early educational experiences, learning with and from each other.

In School District 65, the youngsters, teachers, administrators, general staff, parents and community have completed one year of districtwide school integration. Available evidence seems to indicate that we had a very successful year. For the first time in the lives of many people who live in this community, blacks and whites have interacted in meaningful ways. Young people have begun to develop mutual respect and appreciation for each other as individuals, without regard to skin color. Teachers have relearned the fact that children of whatever color are individuals with individual needs and abilities, and have worked toward providing for these both professionally and personally.

The districtwide in-service training programs we have had for the past two summers have assisted all teachers and students to understand better the content and the attitudinal aspects of integrated education. We feel that we have started on the long road to real integration, and we are glad to share with others some of the things we have learned. The materials resulting from the 1968 in-service work reflect much of what we have learned. We hope they will prove to be useful tools to others who share our goal of the best possible educational experiences for all our youngsters.

Gregory C. Coffin
Superintendent of Schools

FOREWORD

School integration is working in Evanston. If, though, you feel that I am attempting to indicate that we had a year of integration without problems, let me dispel that notion. Successful school integration is a hard, long, and difficult task. We did have problems last year. We will have more problems this year. But, the professional staff of District 65 is deeply involved in in-service training programs which will be of significant assistance to us as we attempt to overcome problems associated with quality, integrated education.

After one year of districtwide integration, it would seem helpful if all of our teachers in all of our schools were provided an opportunity to develop some common understandings about some crucial issues. Our colleagues who participated in the 1968 Summer Integration Institute have developed materials which will be helpful in sensitizing us to the significance of ten of these issues. The resource manuals and film shorts which were produced will be of tremendous value in making the rocky road of integrated education a very rewarding experience for the boys and girls about whom we care so much.

Laval S. Wilson
Project Director

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SECTION I

INTRODUCTION TO MATERIALS

DEVELOPING COMMON UNDERSTANDINGS ABOUT CRUCIAL INTEGRATION ISSUES

Background of the Evanston In-Service Training Program

In the fall of 1967, School District 65 of Evanston, Illinois, put into effect a district-wide integration plan. To implement the plan school attendance areas were redrawn for all of the district's sixteen elementary schools. In addition, the previously all-Negro Foster School was eliminated. The Negro students who would have attended Foster were reassigned to other schools on a percentage-of-enrollment basis. The building facility which was the Foster School is now an experimental laboratory school with voluntary enrollment from throughout the district. All Negro youngsters in District 65 are now attending school on an integrated basis.

In preparation for school integration, District 65 conducted an Integration Institute for more than 300 teachers and administrators during the summer of 1967. The purpose of that program was to assist educators to become more aware of the many factors associated with quality school integration. During the 1967-68 school year, teachers and administrators indicated the tremendous benefits they received from the 1967 Summer Institute.

By no means, though, did we feel that one institute solved for us all or even a majority of our integration problems. Successful integration is a long process. Attitude changes are sometimes long in coming. We must work continuously at this difficult task. For the educators, upon whose shoulders a great deal of the success of school integration will rest, continuous assistance must be provided in solving integration problems.

Second Summer Institute

As we proceeded through the first year of our integration plan, the need for a set of common understandings concerning certain issues for all educators in the district became apparent. The 1968 Summer Integration Institute was created to meet this need. This Institute focused on developing some common understandings about some very crucial issues in a corps of educators from our school district. Ten such understandings were identified and studied during the institute. They were as follows:

1. Black Power and Its Effect on Racial Interaction
2. Common Prejudices of Negroes and Whites
3. Discipline Standards in Integrated Schools
4. Family Background and School Achievement
5. Grouping Children in Integrated Schools
6. Interpersonal Relations Among Students
7. Race and Intelligence
8. Sensitivity to Interpersonal Relationships

9. The Black Self Concept
10. The Negro in American History

Resource manuals, Unipacs, and film shorts were developed for each of the ten issues. Ten small groups of five or six members each had the specific task of writing one Teacher Resource Manual, one Student Resource Manual, and several Unipacs. In addition, instructional consultants to the Institute made thirty-minute film shorts about each of the ten crucial issues. Together, the written materials and the films will serve as the basis for our district-wide in-service training program.

An Example of the Materials Developed During the Institute

Let us look at one set of materials developed during the Institute. As an example, let us look at the crucial issue entitled, The Negro in American History. The Instructional Consultants for this concept were Dr. John Hope Franklin and Mrs. Beatrice Young. Dr. Franklin made a major presentation to the participants of the Institute*. This presentation on the Negro in our history served as background information for all of the participants. Dr. Franklin and Mrs. Young then became consultants to just the six people who were to write the Teacher and Student Resource Manuals and Unipacs. Essentially, they elicited from the consultants all types of information which could be incorporated into the written materials. At the same time, the history group and the consultants discussed the content of a thirty-minute film short. Together they outlined the concepts which seemed most crucial for inclusion in the film short. The thirty-minute film short that Dr. Franklin then made was recorded on 16mm film and became the correlate to the Teacher Resource Manual -- The Negro in American History. These two items, then, will provide a great deal of content about the Negro in American history, resources to which one could turn for more information and specific activities which would be of assistance in becoming more knowledgeable about the topic.

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* A two-hour film of Dr. Franklin's original presentation on The Negro in American History is available for distribution through School District 65.

Even though the above example is concerned with the crucial issue The Negro in American History, each of the ten manuals and film shorts was available to each writing group. This provided a tremendous amount of expertise for the ten groups as they began to formulate ideas for inclusion in their manuals.

A Description of the Materials and Suggestions for Their Use

We suggest that all members of a school staff be involved in this in-service training program from beginning to end. One of each of the ten crucial issues should be the focus of attention for each of the ten months of the school year. We are not suggesting, though, that the first week of each month or each Monday of a week be Negro history week or day. The ideas suggested in the materials can be most helpful to the teachers and youngsters if, once they have been introduced, they become an integral aspect of the daily activities of the schools.

Teacher Manual

The teacher's manual has been developed as a resource for aiding teachers and other adults to develop understandings about crucial issues.

This manual is sectioned into Main Ideas, Sub-Ideas, Behavioral Objectives, Content, Activities, and Bibliography. Definitions for these terms are provided below:

A. Main Idea -- An overriding or general idea which has breadth and depth.

B. Sub-Idea -- Specific ideas which contribute to and make up the main idea. The objectives are built around these.

C. Behavioral Objective -- The specific measurable goal which will demonstrate knowledge of the main idea or sub-idea.

D. Content -- Subject matter which will assist in developing better understandings about the main idea and sub-idea.

E. Activity -- The procedures and methods which will contribute to and aid in achieving the behavioral objective.

F. Bibliography -- Includes references to books, periodicals, poems, writings, records, tapes, and speeches pertaining to the main idea and sub-ideas.

Film Short

The film short is a thirty-minute presentation about one of ten crucial integration issues. There is one film short for each teacher manual.

Student Manual

Each student manual is similar in format to the teacher manual. The content section, though, has been deleted from this manual. Even though this manual is entitled "student manual," it is to be used by the teacher and not the student. The contents of the teacher manual have been worded in student language for the student manual. In this way, the teacher can integrate the main ideas and sub-ideas into her classroom teaching without having to rethink the teacher concepts into those appropriate for students.

Unipac

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the Institute focus on furthering understandings about one of the sub-ideas included in the teacher and student manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The teacher section provides her with the necessary information to help each child work independently with his Unipac.

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*In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Even though our Unipacs were developed as self instructional materials, consideration must be given to the skills and maturity of each student. Therefore, some 8th grade youngsters may be able, after a short introduction, to independently work through many Unipacs. In comparison, kindergarten or first grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As we implement the in-service training program, the representative(s) from your building should be invaluable as a resource. Although each manual and Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

Summary

The film shorts and teacher manuals are geared to furthering the understandings of teachers or other adults about crucial integration issues. Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. These are geared to self instruction, depending upon the maturity of the student.

Specific Suggestions for Implementing the In-Service Training Program

1. All members of a staff should participate in the in-service training program. In general, a staff should focus on developing understandings about one crucial issue a month.
2. A regular meeting date should be designated and a series of meetings should be scheduled. As a minimum, we suggest one general meeting a month of an hour and a half in length. The purpose of the meeting should be the development of teacher understandings about a particular crucial issue.

   Within two weeks, this meeting should be followed by a second one of an hour. This meeting should be used for small group discussions, department discussions, or subject area discussions, to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.
3. Each participant should be provided a copy of the teacher and student manuals about the crucial issue to be studied prior to the first time the group is to meet. This will provide an opportunity for each participant to become fairly familiar with the material so that he can be an active discussant during the meeting.

4. The film short should be shown at the beginning of the first meeting.
5. A chairman, or discussion leader, should be designated to keep discussion moving in a fairly orderly manner.
6. After viewing the film, the following should occur:
    A. Discussion in large group.
        1. Relate film ideas to teacher manual.
        2. Clarify concerns raised about Main Idea, Sub-Ideas, Behavioral Objectives, Content, and Activities.
        3. Attempt to get participants to express and discuss their true feelings.
    B. If your staff is too large to accommodate meaningful discussion in one large group, break into two or more smaller groups of no more than fourteen in a group.
7. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the in-service training materials.
8. Discussion about the use of the Unipac and methods of implementing the crucial issues with the students should be undertaken at the second meeting.
9. The Unipacs which were written to accompany a manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
10. Provide the opportunity on an ongoing basis for the crucial issues to be an important aspect of the classroom learning of each student.

Concluding Remarks

The implementation of this in-service training program will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that your participation in this program will be a rewarding experience for you and all of your youngsters.

In June, we hope you might indicate a feeling similar to that of one of our Institute participants. "I have never worked so hard in such a short time. The experiences have been frustrating, rewarding, and enriching. An extremely valuable experience in personal and intellectual growth."

SECTION II

TEACHER RESOURCE MANUAL

(For Teacher Use Only)

There is on page 23 of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Teacher Resource Manual. After this summary page each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective, Content, and Suggested Activities.

INTRODUCTION

Educational research has demonstrated the important benefits that both Negro and white students derive from school integration. Integrated educational experiences have strong influences on student personality development and academic achievement. However, research has consistently failed to show that many of the practices used to group students for instruction (such as homogeneous achievement levels) offer any distinct learning advantage for the students. Grouping practices can influence the sensitivity and expectations of teachers and often have a tremendous impact on student progress. Certain other grouping practices can seriously affect the degree of integration within a school district, within a particular desegregated school, and within a particular classroom. It is, therefore, necessary that careful attention is given to the grouping practices that are adopted and that *great emphasis* is placed on practices which encourage an *integrated learning environment*.

GROUPING CHILDREN IN INTEGRATED SCHOOLS

✓MAIN IDEA: The way students are grouped within a school and within a classroom can undermine the goals and effects of integrated education.

Sub-Ideas:

I. Within a school district, attempts at broadening attendance areas and improving the quality of education through the use of Supplementary Centers, Magnet Schools, Educational Complexes, bussing of students, and Educational Parks can promote the desegregation of the schools in the district.

✓ II. Within a desegregated school, special consideration must always be given to the racial and social class mix of students when organizing classrooms so that resegregation of students does not occur.

III. Within a desegregated school, the extra-curricular and informal activities outside the classroom can be another source of increasing the degree to which the desegregated school is an integrated one.

IV. Within a given classroom, teachers must be alert to encourage practices through which students of different racial and social class groups come into regular contact in meaningful learning situations. Some grouping practices within classrooms can promote this contact.

✓ V. Resegregation of students within a desegregated school can occur by the use of ability grouping track systems, remedial groups, other grouping practices, and through the influence of teacher expectations.

SUB-IDEA I:

Within a school district, attempts at broadening attendance areas and improving the quality of education through the use of Supplementary Centers, Magnet Schools, Educational Complexes, bussing of students, and Educational Parks can promote desegregation of the schools in the district.

BEHAVIORAL OBJECTIVE 1:

Given the information on attendance groups as an approach to integration, the teacher should read the materials to be aware of the effects that integration has on students.

CONTENT

Supplementary Center -- Establishes specialized school programs in the school or another building. Students from all parts of the city would attend on a part-time basis (as much as two days a week or a few days a year) as a participant in a program that would enrich or supplement the basic academic skills taught in the neighborhood schools. Classes would be organized without regard to age, and would be grouped on the basis of interest, need, or ability.
(U.S. Commission on Civil Rights, "Remedy," Racial Isolation in the Public Schools, pp. 164-65.)

Magnet School -- Socialized school offering intensive instruction in one or more curriculum areas. Students will attend the neighborhood school part of the day, and they would attend the specialized course in the Magnet School the other part of the day.
(Ibid., p. 168.)

Educational Complex -- Consists of grouping existing schools together and consolidating attendance areas. Results being the decentralization of administration, specialized classes based on subject matter, and special groups dealing with interests, abilities or problems in component schools. Insures the equal uses of specialized people in guidance and other areas throughout the complex.
(Ibid., pp. 166-67.)

Educational Park -- Modern version of the old community school. Serves a wide range of function, a longer school day, cultural and recreational interests of entire families, as well as the academic responsibility of the school age population. Requires the construction of new buildings and combines with elementary, junior and senior high schools in the city. Will serve from possibly 200 to 5,000 students. Improves teaching through non-gradedness, team teaching and technical innovation (e.g. computers). (*Ibid*., pp. 167-69.)

Bussing Program -- The District 65 Board of Education, in December 1966, announced the Integration Plan for School District 65 which included converting previously all-Negro Foster School into a district laboratory school, and a bussing program. A survey was then taken of the parents whose children would be involved -- 95.2% were polled and more than 90% responded that they had no objections to bussing children outside their attendance areas not indigenous to the Negro population. Children who could walk to school would not be expected to attend schools in excess of one mile from their homes. The purpose of the bussing program was to achieve a 17-25% Negro population in all District 65 schools. The prescribed minimum and maximum percentages were to be reflective of the city of Evanston.

Suggested Activities:

1. Read *Racial Isolation in the Public Schools*, Summary of the Report of Commission on Civil Rights, 1967, Clearing House Publications.

2. Discuss your findings in a faculty meeting.

3. At a faculty meeting, view the film *The Coleman Report*, B'nai B'rith Catalogue of Audio-Visual Materials, 1968-69.

4. View the film *Dallas at the Crossroads*, B'nai B'rith, which describes desegregation of the Dallas Public Schools.

ADD YOUR OWN ACTIVITIES

SUB-IDEA I:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given information concerning the bussing situation in Evanston, the teacher should be aware of, and should be able to assist in the solutions of, the special problems associated with bussing.

CONTENT

See Appendix A on page 123 of Student Manual.

Suggested Activities:

1. Be introspective and do not project negative attitudes through your comments on tardiness or lining up procedures of the bussed students.

2. Establish procedures for beginning and ending the day which will minimize stigma to late bussed students. (i.e., Don't structure a 9:00 lesson that requires specific teacher explanation -- have some drill or independent study that needs no explanation.)

3. Attempt to structure situations where students will discuss the purposes of the bussing program, react in role-playing situations, and participate in language arts activities to air personal attitudes about bussing.

4. Structure activities for the students so that they can have an opportunity to get to know each other.

5. Use the Bussing Survey (see Appendix A, page 123 of Student Manual) to help develop sensitivity to the special needs of lunch programs and after school programs.

ADD YOUR OWN ACTIVITIES

SUB-IDEA I:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given resource material, the teacher should develop definitions of:

1. integration,
2. segregation,
3. de-facto segregation, and
4. desegregation;

so that he/she can build a vocabulary to serve as a common background for discussions on bussing.

Suggested Activities:

1. Read current articles and speeches in which these words are used: integration, segregation, de-facto segregation, and desegregation.
2. Conduct lessons, especially in social studies and language arts, to develop these definitions with your class.

ADD YOUR OWN ACTIVITIES

SUB-IDEA I:
(continued)

BEHAVIORAL OBJECTIVE 4:

Given information concerning the bussing program and the names of the students participating in it, the teacher should educate herself to recognize the different backgrounds of her students and attempt to adapt teaching methods to meet their special learning needs.

Suggested Activities:

1. Assist in structuring an in-service program to view the following films at a faculty meeting:
    a. Approaches to Early Childhood Curriculum. (Three short sequences filmed in a ghetto pre-kindergarten class serve to explain methods for teaching abstract concepts, self-image development, and the use of games to reinforce learning.)
    b. Worlds Apart. (Techniques for developing a sense of self-esteem, teaching concept formation and language efficiency are demonstrated in a pre-kindergarten class. These techniques bridge the gap between the ghetto and the "all white world" presented by most teaching materials, a world to which the slum child cannot relate.)
    c. A Chance at the Beginning. (The sequences are of children at work in a setting specifically designed to encourage learning, a meeting between parents and the Social Worker, and a teacher's conference where new techniques are discussed which will satisfy the increasing needs of the children as they progress.)
2. Read Education in Depressed Areas, Part 2: "Psychological Aspects of Education in Depressed Areas, "A. Harry Passow, (ed.).
3. View the Summer Institute 1968 film of Mr. Horace Morris.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

Within a desegregated school, special consideration must always be given to the racial and social class mix of students when organizing classrooms so that resegregation of students does not occur.

CONTENT

Some ways of organizing a classroom within a school to promote integration:

Team Teaching

Team teaching is a system of organization in which two or more teachers plan together the educational progress of a group of children. The groups are extremely mobile, flexible, and a variety of groupings can be used to best promote desegregation of schools. There are many types of groupings which can appear in a team teaching approach which include: interest grouping, special needs grouping, specific problem grouping, tutorial grouping, research grouping, full class grouping, and combined class grouping.
(Association for Supervision and Curriculum Development, Balance in the Curriculum, 1961, p. 130.)

Team teaching also "acts to release pupils, to free them for increasingly active involvement in other activities. It discovers human potential and then provides opportunities for its development and release."
(Association for Supervision and Curriculum Development, "Fostering Individualization in the Classroom," Individualizing Instruction, p. 175.)

Some schools claiming to practice team teaching have brought about nothing more than a systematic sharing of subjects among teachers, where the same old practices of stereotyping and segregating pupils continue under a new label. Once teachers manage to hurdle the physical and psychological barriers of the self-contained classroom and to perceive the flexibility in team teaching, they usually become creative in developing many variations on the themes being taught. When this occurs, there is no need to desegregate slow learners in a homogeneous class because they are unable to do the work of the grade.
(J. L. Goodlad, "Desegregating the Integrated School," Appendices, Racial Isolation in the Public Schools, 1967, p. 264-68.)

It should be noted that team teaching may involve inter-disciplinary teaming. Social studies, English, Mathematics, and Science have been very effectively teamed at Cocoa Beach (Florida) Junior-Senior High.

SUB-IDEA II:
(continued)

CONTENT
(continued)

Non-Gradedness

Non-gradedness as a system of grouping was initially designed to remove the stigma of failure from the child who ultimately cannot achieve beyond a very low level, but whose physical and social growth have paralleled that of his peers.

There does not exist any unalterable pattern for non-gradedness. Usually, however, because the minds of the administrators and teachers are still bound by grade-consciousness, reading is one of the major factors used in grouping the children. Many reject this method of grouping in the non-graded school because it provides far more homogeneity than might be desirable.

Many schools assign children to groups on a random basis with the age limitations nearly the same as those of the graded classroom. Other schools designate children to various groups on a "social unity" basis. Interests, backgrounds, and personalities are well-balanced (as far as humanly possible) with respect to each other.

Teacher-cycling is a plan, not common to, though often associated with, the non-graded system of organization. This plan simply means keeping the teacher with the same group of children for more than one academic year. In addition to offering added doses of security for some children, many administrators feel that teacher-cycling provides them an opportunity to remove a teacher from a grade rut. She will automatically be assigned the task of preparing instructional materials on a different level. Opponents of teacher-cycling argue that children may also be exposed to a weak teacher for extended periods.

Since the usual graded classroom of children of approximately the same chronological age have an achievement span of about four years, the teacher should already be geared to directing instructional and social activities for this wide range. No teacher was better equipped to do this than the one-room teacher whose classroom resembled most nearly that of the modern-termed "multi-graded" plan for grouping children. "Of interest is the recommendation by Lane and Beauchamp that groups be established with a wide range of ages, cutting across several grade lines, so that classes will more nearly resemble the groups in which people usually find themselves and in which many levels of maturity are usually represented." In Torrance, California, "multi-graded, multi-age" groups have been established within a single classroom. Primary rooms are composed of 1st, 2nd and 3rd graders; intermediate classes of 4th, 5th, and 6th graders. A child is a member of the youngest group the first year, the middle group the second year, and the older group the third year. Early reports indicate that students who were a part of this type of grouping achieved more academically and made far better personal and social adjustments and other gains and that parents as well as teachers were supportive of the plan.
(J. I. Goodlad and R. H. Anderson, The Non-Graded Elementary School, pp. 61-79.)

Several Evanston Schools have adopted the multi-graded, multi-age plan of non-gradedness along with the addition of the added criterion of multi-ethnic.

Departmentalization

Departmentalization in the elementary school is basically a reproduction of the traditional junior and senior high school structure of academic departments within a graded system. There are, of course, many variations of gradedness and non-gradedness within the structural framework of departmentalization at all levels (1 through 12).

Departmentalization provides for a formal organization of subject matter, and ideally the child is exposed to teacher strengths, more concentration of subject matter, and a structure which is prevalent throughout his remaining school days.

The departmental plan of structure has advantages and disadvantages depending on the grouping framework within the departmentalization structure; when homogeneous groups are set up, desegregation in the classroom is broken down.

The Graded System

Greek mythology tells us of the cruel robber, Procrustes (the stretcher). When travelers sought his house for shelter, they were tied onto an iron bedstead. If the traveler was shorter than the bed, Procrustes stretched him out until he was the same length as the bed. If he was longer, his limbs were chopped off to make him fit. Procrustes shaped both short and tall until they were equally long and equally dead. (Ibid., p. 1.)

The graded system of organization assures the "coverage of a pre-determined amount of material by all students within a specified period of time, usually a year and a grade." The goal of the school then becomes the coverage of the material and the child's special learning needs can be neglected. Furthermore, "children do not and cannot complete the same work in the same period; the adjustment mechanism used was and is nonpromotion." Other research reveals that "non-promoted children, when compared with promoted children of equal past performance and measured intelligence, perform at a somewhat lower academic level, decline in their social relations with other children and in their self-image, and lose interest in school." (J. L. Goodlad, "Desegregating the Integrated School," Appendices, Racial Isolation in the Public Schools, pp. 262-63.)

SUB-IDEA II: CONTENT
(continued) (continued)

Another effort to make the graded system operate effectively is the use of the homogeneous ability group. First, there has been little success in achieving a homogeneous ability class. Second, "the evidence for ability grouping indicates the greatest relative effectiveness in academic learning for dull children, next greatest for average children, and least for the bright children."
(Wayne J. Wrightstone, "Class Organization for Instruction," What Research Says to the Teacher, N.E.A., No. 13, p. 8.)

Planned Heterogeneous Group

As a matter of deliberate policy, each school class is arranged to reflect the composition of students in the school, in terms of sex, achievement level, social class, racial and ethnic identification.

BEHAVIORAL OBJECTIVE 1:

Given a heterogeneous class group, the teacher should be able to evaluate the composition of her class and insure that a true racial and social mix of students exists.

SUB-IDEA II:
(continued)

Suggested Activities:

1. Use the following survey in setting up classes:

Survey

This form should be used for each class to assure that the grouping is heterogeneous.

Total number of children ____________________

1. Number of black girls ____________________
2. Number of white girls ____________________
3. Number of black boys ____________________
4. Number of white boys ____________________
5. Number of Oriental girls __________________
6. Number of Oriental boys __________________
7. Other: girls ___________ boys __________

Social Class -- Although it may be difficult to evaluate the socio-economic level, it is possible to make a reasonable guess by determining the parent's occupation.

1. Number of Upper Class ____________________
2. Number of Middle Class ___________________
3. Number of Lower Class ____________________

Achievement Level --

1. Number below grade level _________________
2. Number working at or near grade level _______
3. Number working above grade level __________

Ethnic Grouping --

1. Number of Jewish children _______________
2. Number of Protestant children _____________
3. Number of Catholic children ______________
4. Number of children in other religious groups___

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given the desegregated, heterogeneous groups in Evanston, the teacher should be able to read printed materials and observe her classes to discover how desegregation affects the achievement level of students in the school.

CONTENT

See Content (at the beginning of Sub-Idea II) pages 29-32.

Suggested Activities:

1. Read the summary of Racial Isolation, A Report of the United States Commission on Civil Rights, 1967, Vol. I, Sections titled:
    a. Result of Racially Isolated Education, pp. 3-5.
    b. Conclusions, pp. 11-16.
2. Devote one faculty meeting to the discussion of how teachers have used heterogeneous groupings in their particular classrooms. Ask one teacher to present his/her manner of grouping and use this as a springboard for discussion.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 3:

Using a heterogeneous class group as an example, the teacher should be able to point out to his/her class how representative it is of everyday living experiences.

CONTENT

There are several filmstrips or 16mm films available to point out the differences in people to your students.

1. "Acceptance of Differences," (S.V.E.) filmstrip with soundtrack for grades 2-5, district film.

2. "Hand in Hand" (B'nai B'rith) motion picture for elementary-junior high; emphasizes values of brotherhood and interfaith understanding.

3. "About People," (B'nai B'rith) a cartoon concerning the origins of different peoples and the changes that result from environment.

Follow each showing with discussions to check comprehension, to allow sharing of ideas, and to compare films with real-life situations.

See beginning of Sub-Idea II for extra Content, pages 29-32.

Suggested Activities:

1. Structure the following activities for your class:
    a. Define the term "heterogeneous group" and discuss the implications for the class group.
    b. Look at class groups for:
        1) Special talents (Identify and list the special talents belonging to each child, and note the ways he can make a special contribution to the group.)
        2) Religious groups
        3) Racial groups
2. Discuss with your class the book Rabbit Hill by Robert Lawson.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 4:

Given the non-graded system of classroom organization, the teacher should be aware of how this type of grouping can provide for a racial and social class mix of students.

CONTENT

See Content (at the beginning of Sub-Idea II) pages 29-32.

Suggested Activities:

1. Use Survey I, Teacher Manual, page 33, to determine whether the class within the non-graded grouping is heterogeneous.

2. Investigate and make use of individualized and self-teaching devices to meet individual needs present in grouping. (See Manual Catalogue, District 65.)

   a. R. Van Allen -- "Language Experience in Reading"
   b. SRA -- Math Drill Tapes and Reading
   c. Macmillan -- Reading-Writing Skills Spectrum
   d. Cyclo-Teacher Learning Cards -- Field Enterprises
   e. Imperial Tapes, Imperial Production, Inc.
   f. Greater Cleveland "Math Drill Tapes"
   g. Britannica Junior Literature Lab Series
   h. AAAS
   i. SCIS
   j. Science Experiment Films, Fred Lasse Prod., Itasca, Illinois
   k. S.V.E. Films and Sound Materials
   l. Short Strips -- Encyclopedia Britannica

3. Show the film "Heritage" (B'nai B'rith) for all ages.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 5:

Given a departmental program as a type of heterogeneous grouping, the teacher should attempt to organize his/her subject matter within a flexible weekly time schedule so that special learning needs are met without causing resegregation of students.

CONTENT

See Content (at the beginning of Sub-Idea II) pages 29-32.

Suggested Activity:

Develop a weekly schedule that will provide large and small blocks of time as needed for each subject, rather than a 45 minute block of time each day for each academic subject (Language Arts, Social Studies, Math, Science).

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 6:

Within a departmental structure, the teacher should attempt to set flexible class-size groupings to provide for specific individual needs within a subject area, so that special learning needs are met without causing resegregation of students.

CONTENT

See Content (at the beginning of Sub-Idea II) pages 29-32.

Suggested Activity:

Set up flexible class-size groupings in a specific subject area. For example: "Language Arts Skill Group in Phonics" -- combining individuals from all L.A. classes at a given level to work on a specific skill.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 7:

Given a heterogeneous graded system of class organization, the teacher should provide a variety of class grouping activities to draw on the special talents of all of the students in order that they can experience success in school and appreciate the values of a social and racial class mix.

CONTENT

See Content (at the beginning of Sub-Idea II) pages 29-32.

Suggested Activities:

1. Structure group activities around the following topics. You should reinforce individual student performance by praise. Emphasize that students should praise one another, too.

    a. athletic team games

    b. special artistic, musical and dramatic activities

    c. small table games (i.e., checkers, chess, etc.)

    d. committees working together in the various subject areas

2. Display on bulletin boards students' creative contributions.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 8:

Given a team teaching structure, the teacher should use a large group instruction period (LGI) to facilitate using different types of small group activities to meet special needs and preserve desegregation.

CONTENT

See Content (at the beginning of Sub-Idea II) pages 29-32.

Suggested Activities:

1. Plan a LGI presentation using a film related to the curriculum. Take small groups out of the LGI for special remedial help or special enrichment type activities.

2. Use an interest inventory to establish other types of small group activities. (See Interest Inventory 2 in Student Manual section, page 128.)

3. Rerun the LGI often enough so that all children will have an opportunity to participate in the small group activities.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 9:

In planning the programs specified in Objectives 1-8, the teacher should be aware of the inherent weaknesses in each of the programs and use the suggestions in the activities to evaluate them.

CONTENT

See Content (at the beginning of Sub-Idea II) pages 29-32.

Suggested Activities:

1. Examine closely the non-graded program, using the following criteria:
    a. Is the child too old or too young for physical, emotional and social adjustment in the group?
    b. Is there provision for individualized instruction? Are materials available? Are teachers adequately trained?
    c. How does the child feel about his situation and what system does the teacher use to be aware of these feelings? How was the transition to a non-graded system handled? What are the physical facilities and building structure?
    d. Is there a racial and social class mix?
2. Examine closely the program of departmentalization, using the following criteria:
    a. Is there flexibility in the scheduling of classes?
    b. Are there adequate student evaluation procedures?
    c. If homogeneous and heterogeneous groupings are used, is there proper racial and social mix?
    d. Is there adequate teacher-to-teacher communication?
    e. Are we making the best use of the building structure and physical facilities?
    f. Are we adequately recognizing teacher qualification in subject matter?

3. Examine closely the program of team teaching, using the following criteria:

   a. Is there sufficient development of grouping practices?

      1) proper racial and social class mix

      2) provision for and use of large group activities to take out small groups of children

      3) special interest or need activities

      4) establishment of individual interest centers

   b. Is there teacher compatibility?

   c. Is there flexibility in scheduling?

   d. Are the proper physical facilities available? (the least important)

4. Examine closely the self-contained classroom situation, using the following criteria:

   a. Is there sufficient use of homogeneous groups to single out students with the resulting breakdown of desegregation?

   b. Is there adequate teacher communication?

   c. Is there sharing of methods and materials?

   d. Are positive relationships with children continually reinforced?

   e. Do the grouping practices promote heterogeneity and provide successful experiences for all children in the class?

   f. Are the teacher's expectations interfering with motivation of "slow learners"?

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Within a desegregated school, the extra-curricular and informal activities outside the classroom can be another source of increasing the degree to which the desegregated school is an integrated one.

BEHAVIORAL OBJECTIVE 1:

Given a K-5 school, the teacher should become aware of and inform the children of opportunities for extra-curricular participation in the community and should develop programs in the school to supplement these programs.

CONTENT

Research and observation show that when children are exposed to other racial and ethnic groups in an informal situation beyond the classroom, attitudes toward each other can change. How much this change will be lasting depends upon the environment provided by the home, school and religious orientation. The school and community must consistently offer these opportunities on an equal basis for all, so that as the child matures, he may develop attitudes and choices according to individual capacities and judgments. The curricular group within the school and community provide an excellent opportunity for children to develop in these informal situations. (Carl Bereiter and Sigfried Engleman, Language Learning Activities for the Disadvantaged Child, Anti-Defamation League of B'nai B'rith.)

Suggested Activities:

1. Set up an administrator-teacher committee to investigate the extra-curricular activities offered in the community. Develop a school program to supplement community programs. Activities to develop might include hobby clubs, arts and crafts, physical activities, and Junior Great Books.

2. Ask teachers, who wish to share skills and expand knowledge by observing the interaction of students in an information situation, to assist in a program of extra-curricular activities. If teachers are not available, then community members should be used.

3. Cooperate with existing extra-curricular programs in recruitment, and provide occasional resource leadership.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given a Junior High School, the teacher should help to promote a program of elective and extra-curricular activities designed to offer all children an opportunity to participate in informal activities that they have selected.

Suggested Activities:

1. Set up a committee of administrators and teachers to design a program to cover a variety of activities to be offered as part of the school day since all students can't stay after school. Some suggested activities are:

   Slide Rule Club
   Great Books
   Current Events Club
   Debating Club
   Intramural Athletics
   Table Games
   Dramatics
   Arts and Crafts
   Hobby Clubs
   School Newspaper
   Y-Teen Clubs
   Teen Clubs
   Dance
   Other student suggestions

2. Read the evaluation of the Fall 1967-68, "Lighted Schoolhouse Program" held at Nichols School and consider possibilities for programs of this nature at the other Junior High Schools.

3. Pay teachers participating in the program, or recruit qualified leaders from the community.

4. Provide alternate bus schedules so that every child can participate in the program.

5. Allow a change of activity for the child more than once during the academic year.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given extra-curricular programs, the activities must be so designed to include all the interests of a teacher-selected cross-section of the student body.

Suggested Activities:

1. Select a cross-section of the school population to participate in an extra-curricular program. It should be remembered that the academically gifted child does not always display the leadership skills necessary for participation in activities such as Jr. Red Cross, Student Council and Safety Patrol Activities. Other important characteristics for selection should be the child's interest, dependability, and need for recognition.

2. Use the following games for Sub-Idea III, Behavioral Objective 5, page 105 in the Student Manual.

    a. Arithmetic -- Number Facts

    "Spaccuracy" (Speed and Accuracy)

    Divide a group of students into two teams. Top two students are put on opposite teams; next two students, until you get down to the lowest two. It is important to place the pairs in a different order so that they are more comfortable on their team. After the teams are set up, the pairs sit next to each other so that they are able to come up together.

    Shuffle the facts cards and put them in piles of five.

    Call each pair up to the front. Select a scorekeeper for each time. As the cards are flashed, they give the answers as quickly as possible. Their backs should be to the class so the class can practice the facts at the same time.

    The person who gets 3 of the 5 cards gains 5 points for his team.

    This game should be played over a period of days, because it can motivate the children to study and learn their arithmetic facts.

b. Social Studies

"Science Bowl"

Divide a group of students into two equal teams.

Have each team write questions:

1) individual questions

2) pairs to develop questions (hetero)

3) small groups (hetero)

(Situation determines number of questions.)

Assemble questions. Have the students review the material that will be covered. (Avoid question duplications as you ask the questions.)

Seat the students in two teams. Select a scorekeeper for each team.

Address a question to a member of Team 1.

1) If correct response, score 5 points.

2) If incorrect response, circle the questions for the "lightning round."

Address a question to a member of Team 2. Continue this way until you go through the whole class.

Lightning Round of "Science Bowl": Use the questions that were circled because of lack of correct response. Address these questions to the entire group. The first student to stand up may respond. If he answers correctly, his team received 10 points. If he answers incorrectly, the other team gets a team conference to discuss the question and they may choose one student from their team to respond. If they answer correctly, they get 10 points; if they answer incorrectly, the other team gets a team conference and may choose a member to respond.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

Within a given classroom, teachers must be alert to encourage practices through which students of different racial and social class groups come into regular contact in meaningful learning situations. Grouping practices within classrooms can promote this contact.

CONTENT

The self-contained classroom may vary in its method of organization. Some organizations are:

1. Multi-age Grouping:

   Multi-age grouping is a system of organization intended to enrich the learning environment through the sharing of experiences by children of various ages (usually not to exceed a span of three years) within the same classroom. This system is used in Evanston in the schools having non-graded primary classes and the two elementary schools whose children are totally non-graded. Children sub-group themselves for purposes of socialization, instruction and interest which could very easily result in resegregation. For this reason, teacher planning must be done carefully to facilitate integration within class sub-groups.

2. Heterogeneous Grade-Level Grouping:

   Heterogeneous grade-level grouping is a system designed to prevent children of like achievement and/or ability from developing attitudes of superiority or inferiority which may be damaging. "Minimizing homogeneous grouping means grouping as far as possible within the classroom rather than by segregating students by ability or achievements in separate classes. The goals should be to retain as much flexibility in grouping as possible and to change the organization and composition of groups as often and as quickly as changing circumstances make it advisable to do so."

3. Homogeneous Grade-Level Grouping:

   Homogeneous grade-level grouping is an organizational system which practices grouping of children based on measures of ability or previous achievement.

(Daniel U. Levine, "Issues in the Provision of Equal Educational Opportunity," Journal of Negro Education, Vol. XXXVII, No. 1, 1968, p.7.)

SUB-IDEA IV:
(continued)

CONTENT
(continued)

Proponents of heterogeneous grouping refute arguments in favor of homogeneity with the following reasons:

1. Placing students in "slow" or even regular classes tells students they are not as capable as some of their classmates. No matter how much the school tries to disguise with euphemisms the fact that students in some classes are slower than those in others, the students in the non-accelerated classes tend to identify themselves more or less as "dullards" and are so identified by others. As a consequence their desire to work hard in school is greatly reduced.

2. Because teachers of bright classes know that their students are generally high in ability, they will tend to give fairly high grades even to those students who are not performing near the limits of their capacity. Thus many of the brighter students will achieve at a lower level than they would in a heterogeneous classroom.

3. Without the leadership of the brighter students, the teachers of regular and slow classes will find it difficult to draw correct and stimulating responses from the group. As a result instruction will become more teacher-centered, and students will tend to lose interest.

4. Teachers of classes without a few very bright students will lack the satisfaction of seeing some of their students succeed at a very high level, and this will greatly reduce their resolution and effectiveness.

5. Even after the students are grouped according to criteria such as I.Q., achievement scores and previous grades, the range of ability in supposedly homogeneous groups will still be so great that little, if anything, will be achieved toward overcoming the alleged ill-effects of heterogeneity.

Several additional arguments should also be noted when we consider the grouping issue in the context of equal educational opportunity and desegregation. Heterogeneous grouping within a desegregated school may have advantages if it stimulates Negro students to work harder to "catch up" with white students in their classes and encourages white students to perform at a higher level in order to maintain any original advantage they might possess. It could help Negro students overcome debilitating doubts about their own abilities by bringing them into contact with average white students who do not appear as impossibly far ahead as a Negro youngster might infer from contacts with the mass media, whereas homogeneous grouping to the degree that it resulted in resegregation within a school would reinforce the belief that minority group youngsters are stupid and would therefore operate to further destroy their motivation.

Whether to practice homogeneous grouping based on measures of ability or previous achievement has been long a disputed issue in education. In recent years desegregation has added new complications, and the controversy over homogeneous versus heterogeneous grouping for instruction is becoming one of the most explosive issues related to the broader question of equal educational opportunity. In many desegregated schools the disadvantaged background of minority-group youngsters means that homogeneous grouping creates a significant degree of resegregation within the classroom, with Negro students or students from other ethnic minorities constituting a large proportion of the "slow" or remedial classes, a moderate proportion of the "average" or regular classes, and a handful of the "fast" or accelerated. One of the important benefits of integration is that it brings together groups with differing backgrounds, so that each student can form realistic perceptions of abilities and behavior of groups other than his own, and thereby overcome stereotypes and feelings of separateness which thrive in isolation. The special educational importance of integration is that it may help minority-group youngsters overcome feelings of inferiority by giving them a chance

CONTENT
(continued)

> to learn that they can compete successfully with other students. In terms of equal educational opportunity, homogeneous grouping, which tends to cause resegregation within the classroom, is undesirable except when there is reason to believe that it can help improve the scholastic performance of most students.
> (Daniel U. Levine, "Issues in the Provision of Equal Educational Opportunity," Journal of Negro Education, Vol. XXXVII, No. 1, 1968, p. 5.)

Those who favor homogeneous grouping argue that the heterogeneously grouped classroom may destroy the interest of slow learners when material that exceeds their achievement level is presented. The brighter student may also be held back in his rate of achievement. Other arguments for homogeneous grouping contend that 1) the slow learner experiences more difficulty in gaining teacher recognition because of the brighter student's high rate of verbalization in class discussion; and 2) with even a minimum of effort, brighter students would monopolize the high grades and the slower child still could not attain the grade reward for a maximum of hard work.
(*Ibid*., p. 4.)

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 1:

Given an integrated classroom, the teacher should employ sociograms to set up situations which will perpetuate integrated groups.

Suggested Activities:

1. Assemble material for and graph a sociogram. (See Appendix A, p. 65.) Use several sub-titles for graphing:

    a. Name 3 people you'd like to work with.

    b. Name 3 people you'd like to play with.

    c. Name 3 people you'd like to help.

    Teachers should immediately identify isolates and make provisions to properly place them.

2. Assign students to committees based on the results of the sociogram. Committees might prepare and present to the class data relevant to the subject matter currently being studied.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given a desegregated classroom, the teacher should provide situations where individuals may work with self-direction.

CONTENT

See Content (at the beginning of Sub-Idea IV) pages 48-51.

Suggested Activities:

1. Provide subject matter centers within the classroom where individuals and groups may work with self-direction.

   a. Language Arts Center

      1) filmstrip viewing center (Individuals might use previewers.)
      2) listening center
      3) writing center
      4) book illustration center
      5) bookcover making and binding center
      6) reading center (Be sure multi-racial texts are included.)
      7) Unipacs

   b. Art Center

      1) painting
      2) crayon drawing
      3) working with paper (Utilize the filmstrip "Working with Paper.")
      4) art prints and accompanying descriptions
      5) clay or other media
      6) Unipacs

   c. Social Studies Center

      1) maps
      2) newspapers and magazines
      3) materials for making maps
      4) source books for gathering data (i.e., encyclopedias, multi-level textbooks, almanacs, atlases, etc.)
      5) Unipacs

d. Science Center

    1) multi-level texts
    2) dittoed copies of self-directing experiments and sheets for conclusions made.
    3) well-equipped science table and/or cupboard
    4) Unipacs

2. Provide opportunities for creative dramatics. Children should write, direct and act.

3. Use sociodrama as a means of solving inter-group problems regarding behavior and incidents having racial or nationality bases. (See Appendix B: Sociodrama, page 66.)

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given a heterogeneously grouped, integrated classroom, the teacher should adapt his/her methods, materials, skills, and attitudes to meet the needs of *each* child.

CONTENT

See Content (at the beginning of Sub-Idea IV) pages 48-51.

Suggested Activities:

1. Read orally to your class each day. (Exceptional as well as poor readers enjoy this.)

2. Use at least the first ten minutes of each morning to observe the children. You can probably determine which children need special handling for the day. Especially note if a child appears angry, unusually pensive, tired, depressed, or hyperactive.

3. Give oral and individually written diagnostic-type tests.

4. Give *frequent*, brief testing for TEACHER EVALUATION ONLY!

5. View the film *Worlds Apart*, 1968-69 Catalogue of Audio-Visual Materials, Anti-Defamation League of B'nai B'rith, 222 W. Adams St., Chicago, Illinois. Available for rental $5.

6. Grouping, for whatever reasons, should be done under constant evaluation by the teacher and changes should be made *whenever* it is clearly advisable to do so.

7. Provide multi-level, multi-texts so that each child may seek his own level of work and be aware of the materials available to him at that level.

8. Use Interest Inventory 3 (Student Manual, page 132) to determine the types of materials which should be included at subject matter centers.

9. During frequent classroom discussion introduce the following types of vocabulary for definition and open, frank discussion.

   a. integration

   b. desegregation

   c. bigot

   d. prejudice

   e. ethnic

   f. anti-Semitic

   g. Black

   h. Jew

   i. nationality

   j. self-worth

10. View film -- The Victim -- a prominent pediatrician diagnoses the causes of prejudice in children. (A 48 minute film: Anti-Defamation League of B'nai B'rith, 222 W. Adams, Chicago, Illinois.)

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 4:

Given a homogeneously grouped classroom in a desegregated school, the teacher should realize that resegregation might occur in the lower groups.

Suggested Activities:

1. Take a racial survey to determine the number of Negro and white children in the low ability group and the number in the high ability group. The number of Negro children will probably increase as the groups descend from the high to the low ability group.

2. Read F. Riessman, The Culturally Deprived Child, to understand why resegregation usually occurs.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 5:

Given a homogeneously grouped classroom, the teacher must be aware of the heterogeneity which usually exists within the ability grouping.

CONTENT

See Content (at the beginning of Sub-Idea IV) pages 48-51.

Suggested Activity:

Administer a reading test to the entire class. The test should be chosen to reach the class median. Greater emphasis should be given to the scoring on comprehension and interpretation. Notice the heterogeneity which exists within this homogeneously grouped class.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Resegregation of students within a desegregated school can occur by the use of ability grouping, track systems, remedial groups, other grouping practices and through the influence of teacher expectations.

CONTENT

Ability Grouping -- Appendix D, page 68.
The Track System -- Appendix E, page 70.
Teacher Expectations -- Appendix F, page 74.

BEHAVIORAL OBJECTIVE 1:

If the teacher or school must use ability grouping within the classroom, then the purpose, methods and materials used in and for establishing these groups should be constantly evaluated to assess the effect they have on integration in the school.

Suggested Activities:

1. Use the following guidelines to evaluate or implement the existing ability grouping program in the school.

   a. The grouping program should be structured so that those children in homogeneous groups are returned to a heterogeneous group situation for the majority of the school day.

   b. Newspapers, magazines and individualized materials must be used to meet the special needs of the homogeneous groups. Other contemporary materials should be developed and used in those classes.

   c. Teachers working with any homogeneous group should want to work with that group.

   d. Teachers must constantly be aware of and sensitive to the attitudes of children in these groups. Feelings of personal worth must be built to dispel the stigma of being a member of the group.

   e. Low pupil-teacher ratio is helpful in slower or remedial groups.

   f. Groups should be extremely flexible.

2. Establish the groups around the following classifications:
    a. Interest
    b. Special skill needs
    c. Specific problem solving situations
    d. Tutorial
    e. Research teams
    f. Combined class groups
3. Use the following criteria in establishing and evaluating a remedial grouping program:
    a. Establish it for a special individual need.
    b. Pay attention to scheduling: How often is the child removed from the classroom? Is he returned to a heterogeneous group where he can experience success?
    c. Special materials should be used.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given any situation which uses grouping, the teacher should be sensitive to his own feelings, as well as the child's, so that attitudes can be developed to break down the psychological and social barriers associated with grouping practices.

Suggested Activities:

1. Read the following books that deal with the effect of teacher attitudes and expectations, and how these attitudes and expectations influence pupil achievement.
    a. *Pygmalion in the Classroom*, Robert Rosenthal
    b. *Dark Ghetto*, Kenneth Clark
2. Use the "Teacher Attitude Expectation Survey I." (Appendix G, p. 75.)
3. Use the teacher section of the questionnaire "Teacher-Pupil Compatibility." (Appendix H, page 76.)
4. Assign students the following Unipacs:
    a. "My Teacher's Attitude Towards Me."
    b. "Johnnie's Day -- Johnnie's Defeat."

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given any classroom, the teacher should become aware of how curriculum can be redesigned to meet the special learning needs of the students in a desegregated classroom.

Suggested Activities:

1. View film Worlds Apart (B'nai B'rith), teacher materials which bridge gap between all-white world and the ghetto.
2. View film For All My Students (B'nai B'rith), reasons for success and failure in a ghetto high school.
3. View film Approaches to Early Childhood Curriculum.
4. Show your students the film Incident on Wilson Street (B'nai B'rith), a documentary for fifth graders, designed for underprivileged children.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 4:

Given a remedial class grouping, the teacher should use the following criteria for purposes of evaluation.

Suggested Activities:

1. Think about the following questions:
    a. What is the purpose in organizing the group?
    b. How often do the students attend these classes?
    c. What special materials are used to meet the individual needs of the children in the group?
    d. What provisions are made so that the child can return from these programs to the total school program?

ADD YOUR OWN ACTIVITIES

APPENDIX

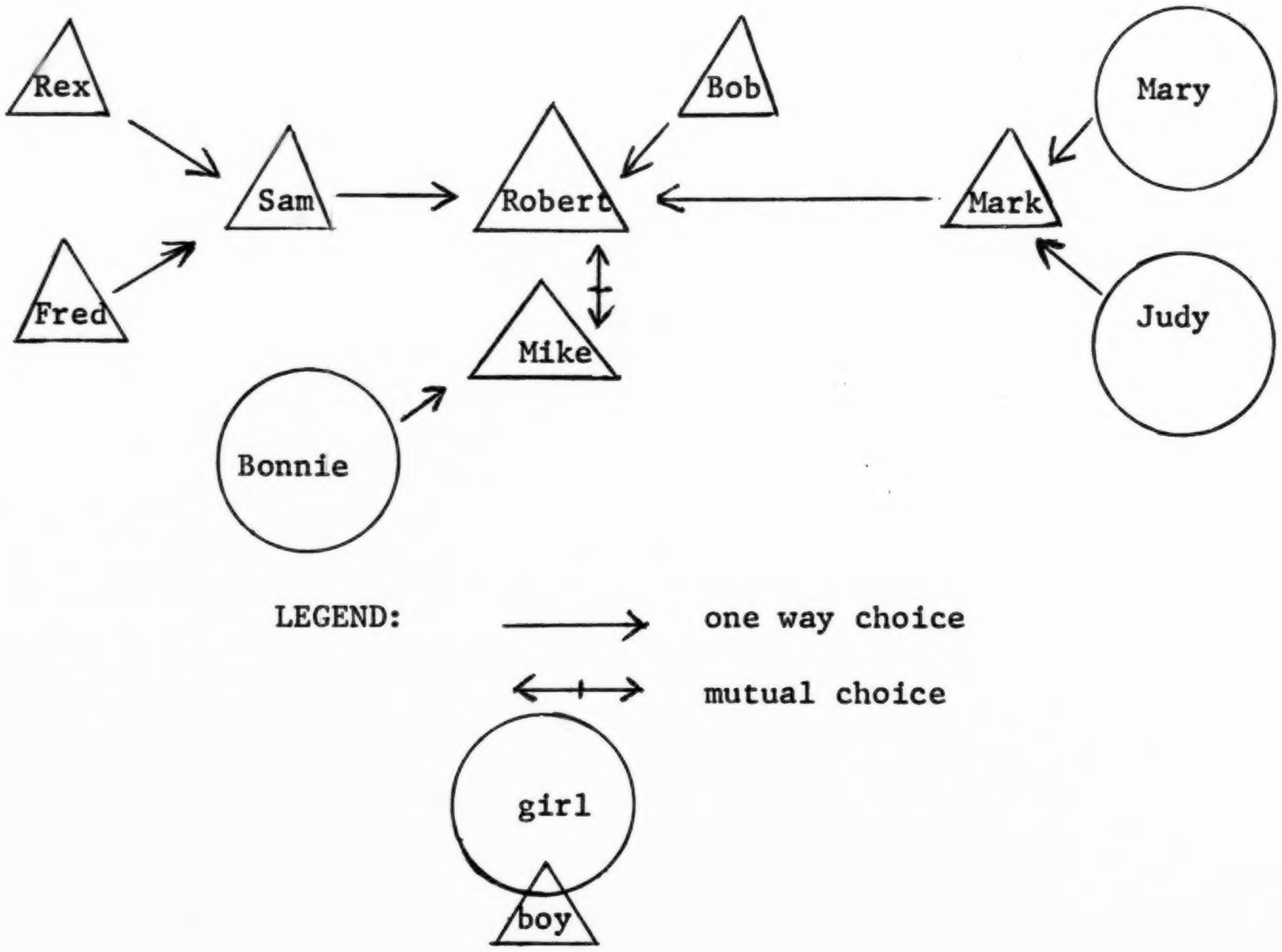
Teacher Manual

APPENDIX A: SOCIOGRAM

A sociogram is a means of presenting simply and graphically the entire structure of relations that exist at a given time among members of a given group. It will not explain the motives underlying the choices made, nor does it reveal the values that affect the children's interaction.

Each person in the group is asked to write down the names of the three persons in order of preference with whom he would most like to serve on a committee, eat lunch, go on a picnic, or participate in any other activity in which the group will engage. These slips are used to make a picture of the interpersonal relationships of the group.

The following is an example of a sociogram using only the first choice:


Rex
Bob
Mary
Sam
Robert
Mark
Fred
Mike
Judy
Bonnie
LEGEND:
one way choice
mutual choice
girl
boy

(Donald G. Mortensen and Allen M. Schmuller, Guidance in Today's Schools, pp. 172-73.)

APPENDIX B: SOCIODRAMA

Sociodrama differs from role-playing in that sociodrama deals with intergroup relations rather than with interpersonal relations. Sociodrama is useful in helping pupils comprehend the emotional aspects of the problems involved in social concepts. It allows for the continuous process of interaction and exchange of values, allowing the group to work out its problems.

The teacher sets up a situation and various pupils are asked to play characteristic roles in a stage situation. As he plays the parts, each child tends to identify himself with his role and reacts as if in an actual situation.

1. The situation should be helpful for the pupils to comprehend the emotional aspects of the problems in social concepts.

2. The discussion which follows should deal with the social concepts instead of the situation and roles presented.

APPENDIX C: ROLE-PLAYING

Role-playing is a form of self-expression and a means of acting out certain problems. It can serve as a method by which the individual can gain confidence in himself through acquaintance with future problems. It can also be used to help the individual or class develop desirable attitudes.

Role-playing places the child on a stage where he can work out his problems with the aid of a few co-actors. The usual procedure is not to limit the child to a description of how he feels about his problems; rather, he has to be made to express how he feels at the present time, not only through words, but through situations which are painful and undesirable, and through taking roles which may actually be obnoxious to him.

The easiest technique is to permit the child to start with himself and live through the situations which are part of his daily life. He can enact and represent the roles of every person near to him and his problems, (i.e., teacher, parent, friend or enemy). The situations may refer to the past, present or future. The use of role-playing performs two important functions for the child: 1) to provide an emotional release and, 2) to develop the ability to adjust to a situation quickly and desirably.

After every situation, the performance is immediately analyzed in the presence of and with the help of the child. The teacher watches the child, encourages him, offers comments, stops and asks for explanation, or explains his acts to him. Other children in the class should be encouraged to comment on similar situations which confront them and how they would react to those situations.

APPENDIX D: ABILITY GROUPING

Students are assigned to classes according to their current level of achievement, so that a classroom includes students with a narrow range of variation in achievement. Ability grouping can be by program, or subject by subject (where separate student assignments in each level are made according to achievement level in that subject).
(Alfred Yates, Grouping in Education, p. 35.)

Aaron Lipton states in "Classroom Grouping and Integration" that through ability grouping the bright children develop a snobbery which leads to "snobocratic" attitudes rather than democratic ones. The bright children help set a positive academic framework. Slow children tend to have their feelings of inadequacy accentuated, and their feelings of self-worth worsened by being placed in groups designed exclusively for them.

Lipton's statements suggest that a basic approach here must be to develop more positive attitudes in children toward their own levels of achievement and more acceptance and respect for the achievement of others.

"A remedial group is defined as a group that consists of children who display the following characteristics:

1. Child's I.Q. is low and his progress is correspondingly slow.
2. Child's slow progress is due not to a lack of ability, but to
    (a) excessive absences
    (b) deficiency in some fundamentals
    (c) special subject matter disability
    (d) emotional block."

(Norma E. Cutts and Nicholas Moseley, Providing for Individual Differences in the Elementary School, pp. 67-68.)

The goal of remedial classes and classes for exceptional children should not be to remove these children from disturbing their regular classes, but to remove these children to give them intensive assistance and to return them to functioning successfully in the regular group.

"Classes for slow learners must be truly remedial. The only way we can convince youngsters with learning deficiencies that we really intend to help them when we segregate them for instruction is by giving them the most attention, the most resources, and the best teachers; words alone will not fool them."
(Daniel U. Levine, "Issues in the Provision of Equal Educational Opportunity," Journal of Negro Education, Vol. XXXVII, No. 1, 1968, p. 7.)

A large study of ability grouping in the fifth and sixth grade classes of New York City failed to find any general learning advantages gained from homogeneous grouping. The authors concluded that teachers did not take advantage of these special groupings by adopting their instruction to the similar needs of their homogeneous groups.
(Miriam L. Goldberg, A. Harry Passow, and Joseph Justman, The Effects of Ability Grouping, pp. 167-168.)

APPENDIX D: ABILITY GROUPING (continued)

In his article "Clash of Culture in the Classroom," Clark said that children are being systematically humiliated, categorized, classified, relegated to groups in terms of slow learners, trainables, untrainables, Track A, Track B, the "Pussycats," the "Bunnies," etc. But it all adds up to the fact that they are not being taught; and not being taught they fail. They have a sense of personal humiliation and unworthiness. They react negatively, hostilely, and aggressively to the educational process. Clark further states that this type of ability grouping causes children to hate teachers, hate schools and hate anything that seems to impose upon them this denigration, because they are not being respected as human beings.
(Kenneth Clark, Integrated Education, Vol. 4, No. 1, August 1963)

APPENDIX E: THE TRACK SYSTEM

The track system (as used in the District of Columbia public schools) is a form of ability grouping in which students are divided in separate, self-contained curricula ranging from "basic" for the slow students to "honors"for the gifted.

> Some so-called 'tracking' systems have been attacked just because they create educationally and socially separate schools in one school building.
> (John S. Hasdell, De-Facto Segregation in the Berkeley Public Schools, De-Facto Segregation Study Committee, Berkeley, Calif., Unified School District, 1963.)

On January 13, 1966, Julius Hobson filed suit against District of Columbia School Superintendent Cal F. Hansen and the school board. He charged that the school system was unconstitutionally discriminating on de jure and de facto grounds: and that the board was positively obliged under the constitutional doctrine of equal protection of the laws to remedy the discrimination. On June 19, 1967, the U. S. District Court for the District of Columbia rendered its decision. J. Skelly Wright, U. S. Circuit Court Judge, wrote the opinion in Hobson vs. Hansen, Civil Action No. 82-66. Following are two extracts from the opinion:

> The aptitude tests used to assign children to the various tracks are standardized primarily on white middle-class children. Since these tests do not relate to the Negro and disadvantaged child, track assignments based on such tests relegate Negro and disadvantaged children to the lower tracks from which, because of the reduced curricula and the absence of adequate remedial and compensatory education, as well as continued inappropriate testing, the chance of escape is remote.
>
> Education in the lower tracks is geared to what Dr. Hansen, the creator of the track system, calls the "blue-collar" student. Thus such children, so stigmatized by inappropriate aptitude-testing procedures, are denied equal opportunity to obtain the white-collar education available to the white and more affluent children.
> (Meyer Weinberg, Integrated Education, p. 210.)

APPENDIX E: THE TRACK SYSTEM
(continued)

Meyer Weinberg's "Opinion of Law" reflected that the track system deprives "the poor and a majority of the Negro students in the District of Columbia of their constitutional right to equal educational opportunities." Children are classified in the tracks, not according to ability to learn, but according to color and class, factors extraneous to innate ability. The track system thus "amounts to an unlawful discrimination against those students whose educational opportunities are being limited on the erroneous assumption that they are capable of accepting no more."

The court stated that:

> As to the remedy with respect to the track system, the track system must simply be abolished. In practice, if not in concept, it discriminates against the disadvantaged child, particularly the Negro. Designed in 1955 as a means of protecting the school system against the ill effects of integrating with white children the Negro victims of *de jure* separate but unequal education, it has survived to stigmatize the disadvantaged child of whatever race relegated to its lower track -- from which tracks the possibility of switching upward, because of the absence of compensatory education, is remote.
>
> Even in concept the track system is undemocratic and discriminatory. Its creator admits it is designed to prepare some children for white-collar, and other children for blue-collar jobs. Considering the tests used to determine which children should receive the blue-collar special, and which children the white, the danger of children completing their education wearing the wrong collar is far too great for this democracy to tolerate. Moreover, any system of ability grouping which, through failure to include and implement the concept of compensatory education for the disadvantaged child or otherwise, fails in fact to bring the great majority of children into the mainstream of public education, denies the children excluded equal educational opportunity, and thus encounters the constitutional bar.
>
> (*Ibid*., p. 210.)

APPENDIX E: THE TRACK SYSTEM
(continued)

Judge J. Skelly Wright decreed:

> It is FURTHER ORDERED, ADJUDGED AND DECREED that the defendants be, and they are thereby, permanently adjoined from operating the track system in the District of Columbia public schools. It is FURTHER ORDERED that on October 2, 1967, the defendants file in the record in this case a report of their compliance with this order of the court. (Ibid., p. 213.)

In 1962, the St. Louis Public High Schools inaugurated a three-track program of ability grouping. Only seven percent of the Banneker District eighth graders had achievement scores to place them in the first track. At this point, Samual Shepard, Jr., Director of the Banneker Elementary School District in St. Louis, began his program to improve educational achievements.

By 1967, the Banneker eighth graders were only a few months behind the average national achievement scores in reading and arithmetic. In language they were slightly above. Twenty-two percent of the Banneker graduates went into the first track in high school and only eleven percent went into the third track.

The Banneker project is significant in that it shows that the public schools' track program of ability grouping is nothing but another form of segregation unless the school develops a standard program that will uplift the motivation of the low achiever and the deprived child.

Eager to fulfill its commitment to integration, the Board of Education of Greenburgh School District No. 8 in New York called in a Study Team of professors of elementary education from New York University to evaluate the progress made by children in the heterogeneous classes. They were asked to make specific recommendations for improving classroom instruction.

According to Naomi and Arnold Buchheimer, the Study Team revealed that with respect to grouping, the study

> produced no evidence to indicate that the more able children were being penalized when compared against national norms. The Study Team strongly recommended that there should be no grouping in the elementary school on the basis of academic achievement alone. They felt, too, that the practice of homogenous grouping in the junior-high school should be reconsidered. (Arnold and Naomi Buchheimer, Equality Through Integration, A Report on Greenburgh School District No. 8.)

APPENDIX E: THE TRACK SYSTEM
(continued)

Aaron Lipton in his article, "Classroom Grouping and Integration," stated that each group or class within a school must have within it complete representation from its community. This means that each class must have children who range in intelligence, academic achievement, socio-economic level, emotional adjustment, and home background in a manner that reflects the diversity of the community.

The reasons for this are basically two: 1) The omission of any children in terms of home background, race, and socio-economic status from any classroom sets up a pattern of segregation of one kind or another; and 2) Academic, racial, or social segregation is destructive to all groups.

Teachers with experience in schools which practice tracking, or other variations of grouping children, see as one result that the basic or remedial groups are "stigmatized" as inferior. A reputation develops among the teachers and students in the school that these groups are not capable of learning at the same rate as the other groups. This reputation is held even though the fact that these groups begin at a lower achievement level does not mean that their rate of development need be any different from other students of their age. Teachers with experience and knowledge of the Evanston High School report tracking in this school results in stigmatization of the poorer achieving groups in the school. (Meyer Weinberg, Integrated Education, pp. 126-132.)

APPENDIX F: TEACHER EXPECTATIONS

The research of Robert Rosenthal on teacher expectations (Pygmalion in the Classroom) has shown how expectations can influence student development. In an experiment where randomly identified students were classified for the teachers as "spurters" -- students particularly likely to exhibit rapid academic growth -- after one year the teachers not only graded these students higher, but the students actually achieved at a higher than average rate on standardized tests. Rosenthal takes this as evidence that the manipulated teacher expectations were communicated to the students, who internalized these expectations and performed accordingly. This is an example of the "self-fulfilling prophecy," where what is expected actually comes about.

Kenneth Clark in his study of Harlem schools (Dark Ghetto) argues that a major reason for the finding that Negro students fall further and further behind in achievement, as they progress through the grades, is the low expectations for performance held for these students by their teachers. Clark sees many teachers with disadvantaged students who feel these children cannot learn at the same rate as other students. Clark believes these attitudes are used as an excuse and crutch for teachers to avoid responsibility for the job of bringing these disadvantaged students up to average performance standards.

APPENDIX G: TEACHER ATTITUDE EXPECTATION SURVEY I

Instructions:

This is an open-ended attitude survey. Respond to all! Analyze your responses!

Special Instructions:

If you accept integration, respond to the following questions and comments. If you do not accept integration, throw out the whole survey.

1. What is your school policy on grouping?
2. What types of groups are represented in your class?
3. What is a racially integrated classroom like?
4. Are they really what they seem to be?
5. Of course, I like them!
6. Where shall I put them?
7. How can I control them?
8. How can I make them learn?
9. Special kinds of learning materials?
10. Why don't they participate?
11. How can I make them all equal?
12. What are you going to do now?

(Survey is taken from Gertrude Noar, The Teacher and Integration.)

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE

This is only an example of a "Compatibility Questionnaire." More questions should be asked according to the personalities of any particular school. A questionnaire of this type can be given at the end of a particular year for class placement by matching teacher-pupil personality, or can be given by the teacher at the beginning of a school year so that he/she may better understand the attitudes of the children in her class. The "Compatibility Questionnaire" is given in two parts, one for the child, and one for the teacher.

The purpose of the questionnaire is to match the personalities of the children to that of the teacher. The following is a list of the meanings of the seven questions used on this questionnaire.

1. Attitude toward the talkative child
2. Attitude toward the class structure
3. Attitude toward the withdrawn child
4. Attitude toward the irresponsible child
5. Attitude toward the belligerent child
6. Attitude toward the underachiever
7. Attitude toward the academically gifted child

As stated before, questions can be asked about other attitudes, such as those toward:

1. The "know-it-all" child
2. Those who laugh at others
3. Those who monopolize the conversation
4. Rules of a particular school
5. The dirty, ill-clothed child
6. Those that constantly interrupt
7. Those of other races

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE
(continued)

Four of the attitudes of the teacher are listed below and how she might answer the questions. As most teachers will not answer all the questions in this specific manner, it is nevertheless possible to get their general attitudes.

Permissive attitude:

1. a 2. b 3. a 4. b 5. c 6. a 7. e

Disciplinarian attitude:

1. c or d 2. d 3. b 4. e 5. a 6. b 7. a

Flexibility attitude:

usually will use "f" for all answers and answer more than one space for most questions

Loving attitude:

1. e 2. b 3. d 4. a 5. d 6. c 7. b

The proper use of this questionnaire implies that the teacher answer the questions honestly, and use it for the setting up of classes. Analyze the student questionnaire, and those with the greatest frequency of response which match one of the four categories above should be placed with that teacher.

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE (continued)

Child's Form

In the following situations, explain how you would want the teacher to act. Circle the letter of your answer. You may circle more than one letter.

1. Jerry is always talking to his best friend while the teacher is giving a lesson. The teacher should:

    a. allow the talking to go on.

    b. move Jerry away from his friend.

    c. see that both boys are punished by doing extra work.

    d. send both boys to the principal.

    e. have a long talk with Jerry and his friend about how they are expected to behave.

    f. use another method. (Write it on the line below.)

    ____

2. The classroom rules should be:

    a. such that the teacher is always in control. She allows time for talking, working on your own, class discussion and presenting new matter. You always know when you are to do these activities.

    b. such that the children may have complete freedom to do what they want when they want to do it. They are not required to do anything they don't want to do.

    c. such that the class has set up all the rules and the class has the obligation to see that everyone in the class follows these rules.

    d. such that the teacher makes all the rules and sees that all children follow these rules.

    e. such that they change from time to time, and from subject to subject. The teacher is the person who sets up these changeable rules.

    f. different from any of the above. (Write it on the line below.)

    ____

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE (continued)

Child's Form (continued)

3. Harriet is extremely quiet and shy. She doesn't participate in class discussions, small group activities, or answer questions in class. The teacher should:

   a. only call on her when her hand is up.

   b. call on her often to get her to participate more.

   c. have her sit with those that speak out.

   d. have a talk with her about the importance of participating more.

   e. do nothing about it because it isn't important.

   f. do something different from the above. (Write it on the line below.)

   ____

4. Carol has come in without her homework. The teacher should:

   a. make her stay after school and finish it.

   b. allow her to "get away" without doing it.

   c. give her a failing mark and forget it.

   d. give her a chance to finish it for the next day, but give her a lower grade at that time.

   e. give her double the original assignment.

   f. use another method. (Write it on the line below.)

   ____

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE (continued)

Child's Form (continued)

5. Philip is constantly getting into trouble. He fights with other children on the playground, talks back to the teacher, and bothers children around him. The teacher should:

    a. take away from him special privileges such as running errands, cleaning the board, etc.

    b. send him to the principal.

    c. have a class discussion on Philip's problem, allowing his classmates to help him understand why he should act differently.

    d. sit down with him and tell Philip just how he should behave and what will happen to him if he doesn't change.

    e. bawl him out constantly in front of the class.

    f. use another method. (Write it on the line below.)

    ____

6. Sarah is extremely slow in understanding new ideas. The teacher should:

    a. allow her to do something else.

    b. send her to a special teacher for help.

    c. work with her privately before or after school.

    d. have a classmate help her.

    e. use another method. (Write it on the line below.)

    ____

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE
(continued)

Child's Form
(continued)

7. Tommy is continually bored in school. He finishes his assignments quickly and then bothers those around him. He constantly says: "I have nothing to do." The teacher should:

   a. give him extra assignments in every subject area so that he is kept busy.

   b. have Tommy help those that are having trouble with the subject matter.

   c. send Tommy out of the room so that he can work on his own.

   d. give Tommy work in areas that are more challenging to him.

   e. have Tommy find things to work on by himself.

   f. do something else. (Write it on the line below.)

   ____

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE (continued)

Teacher's Form

In the following situations, answer how you would react to the situations stated:

1. If a child was always talking to his friend while you are presenting a lesson, you would:

   a. allow the talking to go on.

   b. move the talker away from his friend.

   c. punish both children by having them do extra work.

   d. send both children to the principal.

   e. have a long talk with the two children.

   f. use another method. (Write it on the line below.)

   ____

2. The classroom rules should be:

   a. such that you are always in control. You allow time for talking, working on their own, class discussions and presenting new matter. The children always know when they are to do these activities.

   b. such that the children have complete freedom to do what they want to do when they want to do it. They aren't required to do anything if they don't want to do it.

   c. such that the class has set up all the rules and the class has the obligation to see that everyone in the class follows those rules.

   d. such that you make all the rules and see that all the children follow them.

   e. such that they change from time to time, and from subject to subject. You are the person who sets up the changeable rules.

   f. set up in a different way. (Write it on the line below.)

   ____

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE
(continued)

Teacher's Form
(continued)

3. If a child was extremely quiet and shy, didn't participate in class discussions, small groups activities, or answer questions in the class, you would:

   a. call on her only when her hand was up.
   b. call on her often to get her to participate more.
   c. have her sit with those that speak out.
   d. have a talk with her about the importance of participating more.
   e. do nothing about it because it isn't important.
   f. do something different. (Write it on the line below.)

   ____

4. If a child came without her homework, you would:

   a. make her stay after school and finish it.
   b. allow her to "get away" without doing it.
   c. give her a failing mark and forget it.
   d. give her a chance to make it up for the next day, but give her a lower grade at that time.
   e. give her double the original assignment.
   f. use another method. (Write it on the line below.)

   ____

5. If a child is constantly getting into trouble, fights with other children on the playground, talks back, and bothers other children, you would:

   a. take away special privileges such as running errands, cleaning the board, etc.

   b. send him to the principal.
   c. have a classroom discussion on his problems, allowing his classmates to help him understand why he should act differently.
   d. sit down with him and explain how he should behave and what will happen to him if he doesn't change.
   e. constantly bawl him out in front of the class.
   f. use another method. (Write it on the line below.)

   ____

APPENDIX H: TEACHER-PUPIL COMPATIBILITY QUESTIONNAIRE (continued)

Teacher's Form (continued)

6. If a child is extremely slow in understanding a new concept, you would:

   a. allow her to do something else.

   b. send her to a special teacher for help.

   c. work with her privately before or after school.

   d. have a classmate help her.

   e. use another method. (Write it on the line below.)

   ____

7. If a child is continually bored in class, finishes his assignments quickly, and then bothers the others around him, and is constantly saying, "I have nothing to do," you would:

   a. give him extra assignments in every subject so that he is kept busy.

   b. have him help those that are having trouble with the subject matter.

   c. send him out of the room so that he can work on his own.

   d. give him work in areas that are more challenging to him.

   e. have him find things to work on by himself.

   f. use another technique. (Write it on the line below.)

   ____

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SECTION III

STUDENT RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Student Resource Manual. After this summary page, each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective and Suggested Activities.

GROUPING CHILDREN IN INTEGRATED SCHOOLS

MAIN IDEA: The way students are grouped within a school and within a classroom can undermine the goals and effects of integrated education.

Sub-Ideas:

I. Within a school district, attempts at broadening attendance areas and improving the quality of education through the use of Supplementary Centers, Magnet Schools, Educational Complexes, bussing of students, and Educational Parks can promote the desegregation of the schools in the district.

II. Within a desegregated school, special consideration must always be given to the racial and social class mix of students when organizing classrooms so that resegregation of students does not occur.

III. Within a desegregated school, the extra-curricular and informal activities outside the classroom can be another source of increasing the degree to which the desegregated school is an integrated one.

IV. Within a given classroom, teachers must be alert to encourage practices through which students of different racial and social class groups come into regular contact in meaningful learning situations. Some grouping practices within classrooms can promote this contact.

V. Resegregation of students within a desegregated school can occur by the use of ability grouping track systems, remedial groups, other grouping practices, and through the influence of teacher expectations.

SUB-IDEA I:

Within a school district, attempts at broadening attendance areas and improving the quality of education through the use of Supplementary Centers, Magnet Schools, Educational Complexes, bussing of students, and Educational Parks can promote the desegregation of the schools in the district.

BEHAVIORAL OBJECTIVE 1:

Given the information on bussing as an approach to desegregating the Evanston schools, you should be able to develop definitions of integration, segregation, desegregation, and de-facto segregation.

Suggested Activities:

1. Learn about the Evanston bussing program.
2. Write your own definitions of these words: bussing, integration, segregation, desegregation, and de-facto segregation.
3. Find definitions in a dictionary for this list of words.
4. Discuss how these definitions relate to the Evanston bussing program.

ADD YOUR OWN ACTIVITIES

SUB-IDEA I:
(continued)

BEHAVIORAL OBJECTIVE 2:

Throughout the school year, you should interact in a social-learning situation in order to become acquainted with your classmates, and become aware of the individual differences present in your class.

Suggested Activities:

1. Interact in a "Getting to Know You" conversational situation.
   The first day of the class should be devoted to getting acquainted. Your class will be divided into pairs. Discuss your home, your brothers and sisters, your parents' jobs, and your problems at school and home. After enough time has elapsed, change partners and do the same things. After two or three of these pairings, assemble in groups of 4 and 5 and have the same discussions. You should take notes in your group. When you have met and talked with every other student, have a class discussion about the common problems, interests, and ideas which students have.

2. Write a brief story "Who Am I?" (This can be called a personality profile.) If you prefer to draw and sketch instead of writing, you may do so.

3. Share your stories and pictures with your teachers and classmates.

4. Repeat activities 1 - 3 later in the school year and compare the results with the earlier activity.

ADD YOUR OWN ACTIVITIES

SUB-IDEA I:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given the information obtained through a survey of Evanston neighborhoods, you should see how the old attendance areas 'promoted' de-facto segregation, and how the new attendance areas promote desegregation.

Suggested Activities:

1. Survey the Evanston neighborhoods. A possible source of information is the Chamber of Commerce.
    a. Note the old and new systems of attendance.
    b. Report your findings to the class.
    c. Assemble graphs or other mathematical representations.
    d. Collect and examine old newspapers relating to this topic.
2. After finding out about the school boundaries before and after September 1967, have class discussions. Develop ideas such as:
    a. What was the reason for the change?
    b. Why this way and not another?
    c. What are the opinions of the adults in the community about it?
    d. What are the benefits of bussing?
    e. What are the disadvantages of bussing?

ADD YOUR OWN ACTIVITIES

SUB-IDEA I:
(continued)

BEHAVIORAL OBJECTIVE 4:

Given information concerning the present "bussing" situation, you should be able to discuss the nature and the purpose of "bussing" in Evanston and the attitudes about the program.

Suggested Activities:

1. View the film "Storm Over Supreme Court" (B'nai B'rith A-V materials). Discuss how the Supreme Court decision of 1954, Brown v. School Board, directly relates to the bussing program.

2. View the film "A City Decides" (B'nai B'rith). Role-play situations which will display your attitudes about the bussing program.

3. Use the information gained from the bussing survey to set up situations for role-playing. (See Appendix A, page 123.)

4. Have class discussions developed around how students being bussed and those walking to school can better know each other, and how they can interact more often outside of the school context.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

Within a desegregated school, special consideration must always be given to the racial and social class mix of students when organizing classrooms so that resegregation of students does not occur.

BEHAVIORAL OBJECTIVE 1:

Given the definition of a heterogeneous group, analyze different groups to see if they are heterogeneous.

Suggested Activities:

1. Ask your teacher for the definition of "heterogeneous."
2. Identify members of your peer group, considering race, religion, and special talents.
3. Watch your favorite T.V. program to see if it is racially heterogeneous.
4. Examine your family group; then identify heterogeneity.
5. Examine your church or synagogue peer group to identify heterogeneity.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given a heterogeneous class, you should be able to state why this type of grouping is usually representative of "real" life situations.

Suggested Activities:

1. Define the term "heterogeneous group." Discuss the implications for this type of grouping.

2. Look at various class groups for:

   special talents
   religious groups
   racial groups

   Identify special talents belonging to each student. Notice how each child can make a unique contribution to the group.

3. Do the Unipac, "Animals Talk."

4. Read and discuss Rabbit Hill by Robert Lawson.

5. Find out from your working parents the types of jobs in his/her line of work. Make notes of the importance of each person to the total product or service.

6. Have a talent show to find out the specific talents of each student.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given a desegregated classroom, you should become aware of individual differences in people.

Suggested Activities:

1. View the filmstrip "Acceptance of Differences" (S.V.E. with soundtrack).
2. View the motion picture "Hand in Hand" (B'nai B'rith). Emphasizes values of brotherhood and interfaith understanding.
3. View the filmstrip "About People" (B'nai B'rith). This is a cartoon concerning the origin of different peoples and the changes that result from environment.
4. Have group discussions following each film-viewing.
5. To further your understanding of individual differences in people, take part in language arts and art experiences such as:
    - a. creative writing, poetry, prose
    - b. illustrate concepts or major ideas
    - c. role-playing activities (film-situations, etc.)

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 4:

Given a desegregated classroom, you should be able to recognize and respect the "rights of man."

Suggested Activities:

1. View the film "Heritage" (B'nai B'rith).
2. Discuss the film. Have as the focus: "Discrepancy between what should be and what is."
3. List what you feel are the "Rights of Man."

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 5:

After viewing and discussing "Felicia," you should be able to identify with the problems pupils have suffered on various levels of segregation and deprivation. You should be able to empathize with these students and understand the conditions to which they are accustomed.

Suggested Activities:

1. View "Felicia."
2. Discuss the film, "Felicia."
3. Role-play Felicia's plight. Consider:
    a. how she sees herself
    b. how she sees others.
    c. how others see her.
    d. how Evanston desegregation might have an effect on this resegregation program.
4. Do the Unipac, "How Experienced Are you?"

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 6:

Given an integrated classroom, you should introspectively examine how you feel in this group.

Suggested Activities:

1. Read and discuss with your classmates at least one of the following books. Choose a book in your level of reading.

   Primary level:

   Averill, E. Jenny's First Party. In this allegorical tale, a little black cat overcomes her timidity at her first party.

   Beim, Lorraine. Two Is a Team. A Negro and white boy learn that only through co-operation can they clear up their difficulties.

   Intermediate level:

   Friedman, Frieda. A Sundae With Judy. A neighborhood group of varied races and nationalities cooperates in producing a show.

   Junior High level:

   Jackson, Jesse. Anchor Man. Charley, the first Negro boy in his school, carries a new and difficult role when Negro boys from another school become students there.

   Tunis, John. Keystone Kids. A baseball team fights against discrimination among its members.

   Newell, Hope. A Cap for Mary Ellis. Two Negro girls, who at first refuse to be the first of their race to enter an all-white nursing school, find the experience a happy one.

SUB-IDEA II:
(continued)

Junior High level: (continued)

Whitney, Phillis. Willow Hill. This story shows what happens to a small community when Negro families move in, and how young people are responsible for interpreting new associations to their families.

For other reading suggestions, see Reading Ladders for Human Relations, by Muriel Crosby.

2. Utilize role-playing and sociodrama to relate to others any of the problems covered in your readings.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Within a desegregated school, the extra-curricular and informal activities outside the classroom can be another source of increasing the degree to which the desegregated school is an integrated one.

BEHAVIORAL OBJECTIVE 1:

Given any kind of grouping situation, you should be able to understand that experiences of rejection and acceptance, and those feelings associated with them, are common to all people and occur throughout life.

Suggested Activities:

1. Read any of the following books. Ask your teacher to help you choose one at your reading level.

   Primary level:

   Rey, M. Spotty. A blue-eyed rabbit runs away from home because his pink-eyed relatives are ashamed of him.

   D'Aulire, I. Nils. A Norwegian-American boy is called a sissy when he wears the embroidered stockings knit for him by his grandmother.

   Intermediate level:

   Wolley, C. Ginnie Joins In. Ginnie's feelings about being inferior prevent her from being accepted by her playmates.

   DeAngeli, M. Bright April. Acceptance of her brown skin and practical planning for the future help a little girl hold her head proudly in spite of rejection on a racial basis.

   Beim, J. Carol's Side of the Street. A little Jewish girl becomes an insider instead of an outsider.

SUB-IDEA III:
(continued)

Junior High level:

Sperry A. Call It Courage. Set in the South Sea Islands, this story shows how acceptance in a group depends on qualities that one possesses.

Tunis, J. All American. Playing football teaches Ron the principles of democracy.

For other reading suggestions, see Reading Ladders for Human Relations.

2. In connection with your reading, do any of the following activities:

   a. creative writing

   b. art

   c. role-playing

   d. sociodrama

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given any subject matter about grouping structure in the classroom or in the school, you should realistically evaluate your progress and propose ways in which you can improve your situation.

Suggested Activities:

1. Take one or more phases of the Self-Evaluation Inventory. (See Appendix F, page 138.)

2. Schedule with your teacher a conference to establish certain goals that you can work toward.

3. Set up additional conferences from time to time so you can evaluate the progress that you have made toward accomplishing these goals. Keep records stating the goals and the progress made toward accomplishing them.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given a homogeneous reading group situation, you should be able to relate how you feel about being a member of that group.

Suggested Activities:

1. Write a story on "What I Think about My Reading Group."
2. Draw a picture on "How I Feel in My Reading Group."
3. Write a story on "How My Teacher Teaches My Reading Group."

   Guidelines for story:

   a. Is my teacher fair?
   b. Is she patient?
   c. Does she hurry us?
   d. Does she give everyone an equal chance?
   e. Does she feel that I am an important part of the group?
4. Write a story on "What I Would Do to Improve My Reading Group."

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 4:

After participating in a "special" group, evaluate how you feel about making contributions in that group.

Suggested Activities:

1. Write a story or draw a picture entitled "This Is the Way I Feel When I Do Well."

2. Class discussion topics:

   "How It Feels to Succeed"

   "Why All People Don't Succeed in Everything They Do"

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 5:

Given opportunities to participate in the following games, you should be able to evaluate your reactions to the games and the players.

Suggested Activities:

1. Play one of these games:
   a. "Spaccuracy." (See Teacher Manual, page 46.)
   b. "Science Bowl." (See Teacher Manual, page 47.)

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 6:

Given any school grouping where you come in contact with different teachers, you should be able to relate how you react to those teachers.

Suggested Activities:

1. Draw a picture of your favorite teacher.
2. Write a story about your favorite teacher.
3. Write how you think your favorite teacher feels about you.
4. Draw a picture of a teacher who is not your favorite teacher.
5. Write a story about a teacher who is not your favorite teacher.
6. List the qualities you think a good teacher has.
7. List the qualities you think a bad teacher has.
8. Write about a teacher who is not your favorite teacher. Tell how you think he/she feels about you.
9. Discuss or write about what kind of things you do to make teachers like or dislike you.
10. Do the Unipac entitled, "My Teacher's Attitude Toward Me."
11. Do the Unipac entitled, "Johnnie's Day -- Johnnie's Defeat."
12. Do the Unipac entitled, "All Teachers Are Not Alike."

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 7:

Given a situation where you segregate yourself from your class group at lunch or in other situations and sit with a racially homogeneous group of students, you should think about the reasons why you chose these people as your friends.

Suggested Activities:

1. Answer the following questions:

    a. With whom do I sit at lunch?

    b. To whom do I talk in the halls?

    c. With whom do I sit in the large group activities?

    d. How do the students whom I select to be with behave in school?

    e. How do these students feel about getting an education?

    f. What kinds of activities do these students participate in after school?

    g. Are their religious, social and moral values the same as mine? How?

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 8:

Given any school setting, you should examine your peer groups and attempt to discover why you have selected these children as friends.

Suggested Activities:

1. Use the "Social Acceptance Scale." (See Appendix B, page 124.)
2. Use the "Describing a Pupil" chart. (See Appendix C, page 125.)
3. Discuss with a group, or write a short story on the topic, "Why Are These Kids My Friends?"

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 9:

Given a special research project in the classroom, such as a social studies report which requires special skills in library research, art, music and drama, you should be able to select members from your class with special skills to help best accomplish this.

Suggested Activities:

1. Ask to do a special research project or task. Select group members.
    a. Match the members with the special skills needed to accomplish the task.
    b. Select group members on the basis of friendship only to accomplish the same task.
2. After each group completes its task, compare and evaluate the accomplishments of both groups.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 10:

Given heterogeneously grouped, integrated classroom situations, you should be able to participate in various cultural, social and academic experiences.

Suggested Activities:

1. View the film, "Your Neighbor Celebrates," a 26-minute film describing the major Jewish holidays (B'nai B'rith).
2. View the filmstrips, "Consideration for Others," and "Accepting Differences."
3. Role-play situations in which you and your friends participate in various cultural, social, and academic experiences.
4. Participate in small group discussions:
    a. You will be divided into small groups of four to five.
    b. You will be introduced to group members.
    c. Have discussions about classroom organizations.
    d. Have a discussion of solutions to discipline problems.
5. Group yourselves for interest reading and for dramatic interpretations for presentation to classmates.
6. Have a pot-luck dinner party.
7. Be a good listener to stories read by your teacher and other class members.
8. Use your free time to engage in hobbies, interest activities, or other kinds of games and social conversation.
9. Choose and read as many books as you can on as many subjects as you can think of.

10. Take Interest Inventory 2 to help you to recognize the things you like and do best. (See Appendix D, page 128.)

11. During class discussions, try to properly use the following words in your vocabulary:

    a. integration

    b. desegregation

    c. bigot

    d. prejudice

    e. ethnic

    f. anti-Semite

    g. black

    h. Jew

    i. nationality

    j. self-worth

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

Within a given classroom, teachers must be alert to encourage practices through which students of different racial and social class groups come into regular contact in meaningful learning situations. Grouping practices within classrooms can promote this contact.

BEHAVIORAL OBJECTIVE 1:

In a desegrated classroom, you should take part in situations which will perpetuate integrated classroom subgroups.

Suggested Activities:

1. Provide your teacher with the data necessary for him/her to graph sociograms.
    a. Name three people you'd like to work with.
    b. Name three people you'd like to play with.
    c. Name three people you'd like to help.
2. Work in a group to prepare and present to the class data in any subject matter area.
3. Go to any of the subject matter or resource centers. Choose and do any of these suggested activities. See your teacher for more detailed instruction.
    a. Language Arts Activity Center:
        1) Viewing: View the filmstrips that relate stories of interest for gathering data, and for directions on "how to do" for the art center.
        2) Listening -- reading: Listen to stories and music on records. Using the tape recorder, evaluate your oral reading ability.
        3) Writing: Use book jackets for story starters. Use pictures for story starters. Find some usable vocabulary on back of picture. Using your own ideas, make your own book. You will have available blank paper, staples, scissors, pencils, and magic markers.
        4) Book illustration: Using construction paper, drawing paper, magic marker, crayons, ruler, magazines, scissors, stapler, and pencils, "advertise" a book.

5) Book-cover making and book-binding: Use shirt cardboards, tagboard, construction paper, drawing paper, yarn and string, letter patterns, hole-punch, brass fasteners, and a stapler.

b. Art Center:

1) Painting -- Use water color; tempera; finger-painting
2) Draw -- Use crayons or pencils
3) View the filmstrip "Working with Paper." You will have paper, paste, scissors available, so you can try some of the activities.
4) View prints of famous works of art, and read or listen to explanations describing them. View filmstrips of artworks of famous artists.
5) Use clay or other media for modeling.

c. Social Studies:

1) "Explore" all kinds of maps -- pull-down maps, outline maps, wall maps, etc.
2) Read newspapers and magazines.
3) Browse and collect report material from multi-level textbooks, atlases, almanacs, etc.

d. Science:

1) Read multi-level texts for informational purposes and data-collecting data.
2) Use AAA's science labs; SCIS labs with dittoed copies of self-directing experiments and sheets for recording conclusions.

e. Drama:

1) Participate in creative dramatics. Ideas may come from stories read, simulated situations, or creative writing. Stage and direct the presentation (creating dialogue, movements, costumes, etc.)
2) Use sociodrama and role-playing to solve problems of your group or problems of an individual in your group. These problems may concern behavior, or they might be problems between children of different races or nationalities. Ask your teacher for an explanation of sociodrama and role-playing.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 2:

In any homogeneously grouped gym class, you should become aware of the heterogeneity which exists within the group.

Suggested Activities:

1. In your gym class, take a survey to determine the number of Negroes and whites in the low, medium and high physical ability groups.

2. In small groups in a classroom, discuss the reasons why children achieve at different levels.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given a reading test and its results, you and your teacher should be able to determine your weaknesses and strengths.

Suggested Activities:

1. Discuss the results of the reading test with your teacher.
2. Decide in what area your weakness lies and plan how it can be improved.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Resegregation of students within a desegregated school can occur by the use of ability grouping and track systems, through the influence of teacher expectations, and through other grouping practices.

BEHAVIORAL OBJECTIVE 1:

Given the use of the gym after school, you should be able to recognize if some students are not participating in a game, and you should attempt to bring them into the group.

Suggested Activity:

Your teacher will structure role-playing concerning problem situations that occur in the gym. You should participate in attempting to find solutions to the problems.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given an after-school gym program, you should select a different group of children to interact with or play with as a team member each week.

Suggested Activities:

1. Set up teams by having students count off.
2. Set up teams by choosing sides (friends, etc.).
3. Ask the supervising teacher to set up teams.
4. Evaluate the results of each technique used in choosing the team.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 3:

Since you probably participate in a variety of activities after school, you should be able to state the composition of the different groups to which you belong.

Suggested Activities:

1. List the different activities you participate in after school. Some are:
    a. religious school
    b. athletics
    c. Boy Scouts, Girl Scouts, Cub Scouts, Brownies
    d. music lessons
    e. foreign language lessons related to cultural background
2. Indicate the specific values each group activity has for you.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 4:

Given the opportunity within school to be chosen as a member of a student government group, such as student council, Jr. Red Cross, or safety patrol, you should be able to exercise your unique abilities in leadership.

Suggested Activities:

1. As a member of the student council, be willing to listen to other people's ideas as well as to state your own.
    a. Remember that each representative, no matter what his grade level is, will express ideas that will be different.
    b. Learn to respect these different ideas.
    c. In cooperation with your teacher and advisor, take these different ideas and work together for the common good of the whole school.
    d. At various times during the school year, take time with your teacher-advisor to evaluate how well the student government groups are helping the school.
2. As a member of the Jr. Red Cross, it is necessary to be especially aware of the service angle of the organization -- community, national, and world-wide. It should not be narrowed merely to the area of making favors for hospitals. Initiate activities which are new to the group.
3. As a member of the Safety Patrol, it is important to know that you have a great responsibility for the safety and behavior of the other students in the school and on the playground. It takes a great deal of diplomacy to rebuke another child about the way he/she may be misbehaving on the playground, especially if he/she is near the age of the patrol member. With the teacher-advisor, decide on the point at which your responsibility ends, when the teacher is to be contacted.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 5:

Given the opportunity to join a special activity outside the classroom, you should try to join one of your choice in order to enhance and develop your interests and special skills.

Suggested Activities:

1. Ask your teacher for a list of after-school activities that are available for you to join. Choose at least one extra-curricular activity in which you want to participate, whether during or after school.
2. At the end of a particular activity, evaluate with your advisor why it has or has not been helpful and interesting.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 6:

Given the fact that you live in an integrated neighborhood, you should be able to recognize that your play group is usually not integrated.

Suggested Activities:

1. List the names of people you usually play with. List their addresses.
2. Answer the following:
    a. Are all your friends of the same race? ______________________
    b. If so, why are they the same? ______________________
    c. If not, why are they different? ______________________
    d. Is there any relationship between who your friends are and where they live?

       ____
3. Suggestions for solutions to de-facto segregation:
    a. Lobby for open housing by writing to state and local officials.
    b. Encourage your friends and neighbors to participate in open housing lobbying.

ADD YOUR OWN ACTIVITIES

APPENDIX

Student Manual

APPENDIX A: SURVEY OF BUSSED CHILDREN

If you need more space to answer any questions, use your own paper, or turn this sheet over and write on the back of it.

1. What time do you have to get up to catch the bus? ________________
2. How long do you usually wait for the bus? ________________
3. What time do you usually get home? ________________
4. What has happened to you while waiting for the bus? ________________

   ____
5. What have you noticed happened to others while waiting for the bus?

   ____
6. What has happened to you on the bus? ________________

   ____
7. What have you noticed happening to others on the bus? ________________

   ____
8. With what children do you play who also ride the bus? ________________

   ____
9. With what children do you play who don't ride the bus? ________________

   ____
10. What do you think of riding a special bus to school? ________________

    ____
11. What suggestions can you make about bussing? ________________

    ____
12. After school, have you played with children who do not ride the bus?

    ____
13. How do you arrange this? ________________

    ____

APPENDIX B: SOCIAL ACCEPTANCE SCALE

Directions: On this sheet you will find the name of every child in the class. We want you to put a number after every name. The number you put down should be the number of one of the following paragraphs:

1. My very best friend. The names I put a number 1 by are my very best friends (or I would like them to be). I would like to spend a lot of time with them. I would do a lot of things to keep them out of trouble. I could tell them my troubles and I would enjoy going places with them.

2. My other friends. I will put a number 2 by the names of people that I like to work with and talk to. I would invite them to parties and picnics and would want them to be my friend.

3. Not friends but they are all right. I put a number 3 by those I would work on committees with and be in plays with and have on the same team that I am on. They are all right, but I don't consider them my friends.

4. Don't know them. I put a number 4 beside those people -- maybe I would like them and maybe I wouldn't. I don't know them well enough to say.

5. Don't care for them. A number 5 is for those I say hello to when I see them, but I do not enjoy being with them. I might be with them if I had nothing else to do, but I don't care for them very much.

6. Dislike them. I pick those people (a number 6) only when I must. I don't like to work with them, and I don't like to talk to them.

(names of children in class)

______________________ ☐
______________________ ☐
______________________ ☐
______________________ ☐
______________________ ☐
______________________ ☐
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APPENDIX C: INTEREST INVENTORY 1

Describing a Pupil

A. Pat is smart in school. Pat always gets high marks on tests. Pat spends a lot of time doing homework, and the work is neat and careful and handed in on time.

Below are some words that are used to describe many kinds of people. Put a check (✓) on the line in front of each word which you think describes people like Pat.

1.__Athletic
2.__Bossy
3.__Cooperative
4.__Cry baby
5.__Fresh
6.__Friendly
7.__Good-looking
8.__Good sport
9.__Grown up
10.__Happy
11.__Honest
12.__Humorous
13.__Kind
14.__Know-it-all
15.__Leader
16.__Likable
17.__Nervous
18.__Obedient
19.__A pest
20.__Queer
21.__Show-off
22.__Shy
23.__Sissy
24.__Sore loser
25.__Teacher's pet
26.__Trouble maker
27.__Well-mannered
28.__Wild

B. Sandy is smart in school. Sandy always gets high marks on tests. Sandy spends very little time doing homework, and the work is sometimes sloppy and careless and is not handed in on time.

Below are some words that are used to describe many kinds of people. Put a check (✓) on the line in front of each word which you think describes people like Sandy.

1.__Athletic
2.__Bossy
3.__Cooperative
4.__Cry baby
5.__Fresh
6.__Friendly
7.__Good-looking
8.__Good sport
9.__Grown up
10.__Happy
11.__Honest
12.__Humorous
13.__Kind
14.__Know-it-all
15.__Leader
16.__Likable
17.__Nervous
18.__Obedient
19.__A pest
20.__Queer
21.__Show-off
22.__Shy
23.__Sissy
24.__Sore loser
25.__Teacher's pet
26.__Trouble maker
27.__Well-mannered
28.__Wild

APPENDIX C: INTEREST INVENTORY 1
(continued)

Describing a Pupil
(continued)

C. Terry is not smart in school. Terry always gets low marks on tests. Terry spends a lot of time doing homework, and the work is neat and careful and handed in on time.

Below are some words that are used to describe many kinds of people. Put a check (✓) on the line in front of each word which you think describes people like Terry.

1.__Athletic
2.__Bossy
3.__Cooperative
4.__Cry baby
5.__Fresh
6.__Friendly
7.__Good-looking
8.__Good sport
9.__Grown up
10.__Happy
11.__Honest
12.__Humorous
13.__Kind
14.__Know-it-all
15.__Leader
16.__Likable
17.__Nervous
18.__Obedient
19.__A pest
20.__Queer
21.__Show-off
22.__Shy
23.__Sissy
24.__Sore loser
25.__Teacher's pet
26.__Trouble maker
27.__Well-mannered
28.__Wild

D. Mickey is not smart in school. Mickey always gets low marks on tests. Mickey spends very little time doing homework, and the work is sloppy and careless and is not handed in on time.

Below are some words that are used to describe many kinds of people. Put a check (✓) on the line in front of each word which you think describes people like Mickey.

1.__Athletic
2.__Bossy
3.__Cooperative
4.__Cry baby
5.__Fresh
6.__Friendly
7.__Good-looking
8.__Good sport
9.__Grown up
10.__Happy
11.__Honest
12.__Humorous
13.__Kind
14.__Know-it-all
15.__Leader
16.__Likable
17.__Nervous
18.__Obedient
19.__A pest
20.__Queer
21.__Show-off
22.__Shy
23.__Sissy
24.__Sore loser
25.__Teacher's pet
26.__Trouble maker
27.__Well-mannered
28.__Wild

APPENDIX C: INTEREST INVENTORY 1
(continued)

Describing a Pupil
(continued)

E. Lee is a fair student in school. Lee's test marks are not too low, not too high. Lee spends an average amount of time on homework, and the work is fairly neat and careful and mostly handed in on time.

Below are some words that are used to describe many kinds of people. Put a check (√) on the line in front of each word which you think describes people like Lee.

1.__Athletic
2.__Bossy
3.__Cooperative
4.__Cry baby
5.__Fresh
6.__Friendly
7.__Good-looking
8.__Good sport
9.__Grown up
10.__Happy
11.__Honest
12.__Humorous
13.__Kind
14.__Know-it-all
15.__Leader
16.__Likable
17.__Nervous
18.__Obedient
19.__A pest
20.__Queer
21.__Show-off
22.__Shy
23.__Sissy
24.__Sore loser
25.__Teacher's pet
26.__Trouble maker
27.__Well-mannered
28.__Wild

(Goldberg, Passow, and Justman, The Effects of Ability Grouping, pp. 184-185.)

APPENDIX D: INTEREST INVENTORY 2

What I Like To Do

This is not a test. This is just to find what sorts of things you like to do. Look at this set of three things you might do:

Go to the movies Most Least
Sweep the kitchen floor Most Least
Go to the dentist Most Least

Which of the three things would you like to do most? Put a circle around Most after the one that you would like to do most. Which one would you like least? Put a circle around the one that you like to do least.

Do each of the others the same way. Look at the three things you might do. Pick one that you would like to do most and put a circle around Most after it. Then pick the one that you would like to do least and put a circle around Least.

Go right ahead. Mark each set.

Go on a Scout hike .... Most Least
Learn how to spell new words .... Most Least
Go to a hospital to see a sick relative .... Most Least

Water the lawn .... Most Least
Act out skits at a party .... Most Least
Make a poster advertising the school play .... Most Least

Write a letter of thanks for a Christmas present .... Most Least
Write news for the class newspaper .... Most Least
Go to the store for my mother after school .... Most Least

Go with my class to see a factory .... Most Least
Go to the movies .... Most Least
Play records on a record player .... Most Least

Make something in the school shop .... Most Least
Read a travel magazine, like the National Geographic .... Most Least
Listen to radio programs of my choice .... Most Least

APPENDIX D: INTEREST INVENTORY 2
(continued)

What I Like To Do
(continued)

Talk with my friend's father or mother .... Most Least
Help make a class exhibit on pioneer life .... Most Least
Help a friend bring things home from the store .... Most Least

Take music lessons at home .... Most Least
Wash my hair .... Most Least
Study something new in arithmetic .... Most Least

Tell my class about my special hobby .... Most Least
Paste pictures in a scrap-book .... Most Least
Clean my finger nails .... Most Least

Keep the weeds out of a garden .... Most Least
Look up things for a report to my class .... Most Least
Clean my finger nails .... Most Least

Write a composition for school .... Most Least
Dust the living room furniture .... Most Least
Mow the lawn .... Most Least

Go fishing .... Most Least
Build a club house or boat .... Most Least
Watch my teacher do a science experiment .... Most Least

Go to call on relatives .... Most Least
Go to a play put on by the high school .... Most Least
Go to Scout meeting .... Most Least

Be class representative at a meeting .... Most Least
Take care of a younger brother or sister .... Most Least
Help wash and polish the car .... Most Least

APPENDIX D: INTEREST INVENTORY 2
(continued)

What I Like To Do
(continued)

Watch my father work with tools .... Most Least
Watch Zoo Parade on television .... Most Least
Be class monitor to be sure the room is cleaned up ...... Most Least

Look up about Indian life and make a report about it .... Most Least
Watch Howdy Doody on television .... Most Least
Take care of a younger brother or sister .... Most Least

Wash the dinner dishes .... Most Least
Recite a poem to my class .... Most Least
Clean my finger nails .... Most Least

Take messages around school for my teacher .... Most Least
Go for a bike ride .... Most Least
Read a book at home in the evening .... Most Least

Go to Sunday School, church or synagogue .... Most Least
Go on a nature hike with my class .... Most Least
Sleep outdoors in a tent .... Most Least

Work out arithmetic problems .... Most Least
Practice on a musical instrument .... Most Least
Go to a party where there is dancing .... Most Least

Help mind a baby .... Most Least
Go to Scout meeting .... Most Least
Be president of my class .... Most Least

Sweep or shovel off the sidewalk .... Most Least
Write a report on something I have read about .... Most Least
Set the table for dinner .... Most Least

APPENDIX D: INTEREST INVENTORY 2
(continued)

What I Like To Do
(continued)

Play basketball in the school gym .... Most Least
Write a letter to a friend .... Most Least
Watch a football or baseball game on TV .... Most Least

Dig up the ground for a garden .... Most Least
Go to Sunday School, church or synagogue .... Most Least
Read a book in the school library .... Most Least

Listen to a radio or TV news broadcast .... Most Least
Work on a crossword puzzle .... Most Least
Talk about the news with children in my class .... Most Least

Look up new words in the dictionary .... Most Least
Polish my shoes .... Most Least
Go shopping for some new clothes .... Most Least

Mow the grass .... Most Least
Pick up and put away my clothes .... Most Least
Do square dancing in the school gym .... Most Least

Watch a science or health movie with my class .... Most Least
Take a bath .... Most Least
Sit and talk with a bunch of kids .... Most Least

Play in the school band or orchestra .... Most Least
Make my bed .... Most Least
Stay in bed to care for a cold .... Most Least

(Goldberg, Passow, and Justman, The Effects of Ability Grouping, pp. 180-182.)

APPENDIX E: INTEREST INVENTORY 3

Name ______________________ Age __________ Room __________

These questions are to find out some of the things boys and girls do and how they feel about certain things. Answer each question as accurately as you can.

A. During school

1. Do you like school? ______________________

   What school subjects do you like best? ______________________

   Least? ______________________

   What do you do best in school? ______________________

2. If you could work on any type of project, what would it be?

   ____

B. After school

1. What do you usually do:

   After school? ______________________

   In the evenings? ______________________

   On Saturdays? ______________________

   On Sunday? ______________________

2. Do you play with your brothers or sisters? ______________________

   What games do you usually play? ______________________

   Does your father or mother ever play with you? ______________________

3. How much time do you spend at home each week on school subjects?

   ____

   Do your parents help you? ______________________

   How much? ______________________

   Would you like to have them help you more? _____ Less? _____

APPENDIX E: INTEREST INVENTORY 3
(continued)

4. Do you ever receive spending money? ______ How often? ______

   Do you ever earn money? __________ How? ____________________

   How often? ____

   What do you do? ____

   How do you spend the money you receive or earn? ____________

   Do you have chores or other duties at home? ________________

   What? ____

   Do you enjoy these duties? _________________________________

   Why or why not? ____

   What do you wish your duties to be? ________________________

   What do you especially like about your home? _______________

C. At home and at school

1. When you have an hour or two that you can spend as you please, what do you like to do?

   ____

2. What games do you like to play by yourself? _______________

   With boys? __________________ With girls? _________________

   What games do you like to play outdoors? ___________________

   Indoors? ____________________ With others? ________________

   Alone? ____

3. What do you fight about when you fight with your friends?

   ____

APPENDIX E: INTEREST INVENTORY 3
(continued)

D. Ambitions

1. What would you like to be when you grow up? ______________

   Why? ____

   Is there anything you wouldn't like to be when you grow up?

   ____

   Why not? ____

   Is there anything that your parents would like you to be?

   ____

   What is it? _______________________________________

   Would you like to be that? ________________________

E. Hobbies, Clubs and Organizations

1. To what clubs or organizations do you belong? ____________

   ____

   To what clubs or organizations do you wish you did belong?

   ____

   What do you do in your club? ______________________

   What do you want to do in your club? ______________

   How long have you been a member? __________________

   Where do you meet? ________________________________

   When? ____

2. Do you go to Sunday school? _______________________

APPENDIX E: INTEREST INVENTORY 3
(continued)

3. Do you have lessons after school? ______ What kind? __________

   Do you like them? ______ Why or why not? ________________

   Is there another type of lesson you would prefer to take? ___

   ____

4. Do you have a pet? ________ What? ____________________

   Would you like a pet? _________ What? _______________

   Why? ____________________________________

5. Are you making any collections? _______ What kind? ________

   Have you ever wanted to collect something but haven't? ______

   What? ____________________________________

   Do you have a hobby? _________ What is it? ____________

   Is there a hobby that you would like to have? ____________

   What? ____________________________________

6. What tools are you allowed to work with at home? ___________

   Which ones do you like best? _________________________

   What toys, playthings and games do you have at home? ________

   ____

   Which do you like best? ____________________________

   Is there any tool, toy or equipment that you especially want?

   _____________ What? ___________________________

   Why would you like it? ____________________________

   Is there any tool, toy or game that you do not allow other children to use?

   ____________________ Why? _____________________

APPENDIX E: INTEREST INVENTORY 3
(continued)

F. Entertainment

1. What is your favorite television program? ________________

   Second favorite? ____________________ Third? _______________

   What types of programs do you like? ________________________

   How much time do you spend each day watching television?

   ____

   Would you like to watch more or less? ____________________

2. How often do you go to the movies? _________________________

   With whom? ____

   What are the names of the best two movies you have ever seen?

   a. ____

   b. ____

   Do you like movies or plays better? ________________________

   What stage plays have you seen? ____________________________

   Have you ever put on any type of show? _____ What kind? ____

   With whom? ____

   If you could be in a movie or play what part would you like to have?

   ____

APPENDIX E: INTEREST INVENTORY 3
(continued)

3. Who is your favorite actor? ______________________________

Actress? ______________________________________

Underline the type of movie or play that you like to see:

comedy western "sad" educational love cartoon
mystery society news gangster serial monster

Which is your favorite? ______________ Why? ___________

Which do you like the least? _____________ Why? _________

4. Have you been to a farm? _____ A circus? _____ A zoo? _____

A museum of art? ____________ Other museums? __________

Which do you like best? ___________ Why? _______________

Have you been to an amusement park? _____ On a picnic? _____

To a concert? ______________ How often? ______________

5. Have you ever taken a trip by boat? ________ By train? _____

By airplane? _________ By bus? _________ By car? ________

By bicycle? __________ Where did you go? _______________

____

What mode of travel did you like best? ______ Least? ______

To what other places would you like to go?

APPENDIX F: PUPIL SELF-EVALUATION SHEET

Work habits and Citizenship

Put an X along the line below to best describe yourself at this time.

		SELDOM	USUALLY	ALWAYS
1.	Finish work.	_____	_____	_____
2.	Use time in school wisely.	_____	_____	_____
3.	Use time at home wisely.	_____	_____	_____
4.	Accept suggestions from friends.	_____	_____	_____
5.	Accept suggestions from teachers.	_____	_____	_____
6.	Observe school rules.	_____	_____	_____
7.	Courteous to others.	_____	_____	_____
8.	Assume all the responsibility for my work.	_____	_____	_____
9.	Follow directions.	_____	_____	_____
10.	Assume all the responsibility for getting along with others.	_____	_____	_____
11.	Get along with others of different races and religions.	_____	_____	_____

12. Where can I improve? Underline:

bus   classroom   halls   playground   lunch room

13. In what ways can I improve? ______________________________

____

____

____

____

APPENDIX F: PUPIL SELF-EVALUATION SHEET
(continued)

Academic Effort

Put an X along the lines below to best describe your rating at this time.

	SELDOM	USUALLY	ALWAYS
1. Read assignments carefully.	____	____	____
2. Look up information on my own.	____	____	____
3. Think things out.	____	____	____
4. Report information to class.	____	____	____
5. Ask questions.	____	____	____
6. Write carefully.	____	____	____
7. Check spelling and grammar.	____	____	____
8. Prepare reports on time.	____	____	____

9. In what class work do I have the ability to do better work than I am now doing?

____

10. How can I improve my work? ______________________________

____

Put an X in the proper square.	HIGH	AVERAGE	LOW
1. My interest in school is:	____	____	____
2. My ability to do schoolwork is:	____	____	____
3. My effort in school is:	____	____	____
4. My success in school is:	____	____	____
5. My getting along with others is:	____	____	____

6. What I think about school: ______________________________

____